DOCUMENT RESUME

ED 208 572 EA 014 150

TITLE	Toward Competency: A Guide for Individualized Instruction. Teacher Edition. Revised.
INSTITUTION	Oregon State Dept. of Education, Salem. Special Education Section.
PUB DATE	81
NOTE	218p.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Basic Skills; *Behavioral Objectives; Career Education; Competency Based Education; Curriculum Design; *Curriculum Development; Educational Resources; Elementary Secondary Education; Individual Development; *Individualized Instruction; Interpersonal Competence; Leisure Time; Records (Forms); *Special Education; *State Curriculum Guides

ABSTRACT

To assist special education teachers to develop individualized programs of instruction for students unable to benefit fully from a regular school program, this curriculum guide provides behavioral objectives for six elementary and secondary curricular areas, including basic skills, personal and social awareness, living in the environment, career education, human ecology, and leisure time activities. Each curricular area is divided into three or more sections that are further subdivided into goals and "sub-goals." Model criterion measurement statements accompany each sub-goal. A topical index and sample record forms are included. (JEH)

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TOWARD COMPETENCY

A Guide for Individualized Instruction

Teacher Edition

First Printing 1974
Revised 1981

Special Education Section
Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

Verne A. Duncan
State Superintendent
of Public Instruction

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FOREWORD

Toward Competency is dedicated to the concept that the teaching of any subject is best accomplished by beginning with simple skills which, once mastered, will lead to the acquisition of more complex skills.

The publication is designed to be used in programs for students with special needs. It serves as a curriculum guide and, in addition, the student edition serves as a cumulative record of individual student progress. Curriculum is presented in sequential steps, starting with basic skills and moving on to personal, social, leisure time and career concerns. The criteria in this guide are merely suggested, and they should be used in conjunction with other instructional materials. Above all, the criteria statements should be adapted to meet individual student needs.

Ideas and suggestions for modification of this material are welcome; contact Ray Rothstrom, 378-3629.

Verne A. Duncan
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

This revised edition is based on a guide first published in 1974 and developed as a cooperative effort of Portland School District 1J and the Oregon Department of Education. The 1974 edition was field-tested by approximately 370 teachers of special education during the 1972-1973 school year, and their timely comments and revisions made Toward Competency especially useful over the years.

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INTRODUCTION

Published in two editions, Toward Competency is designed to serve as a guide for the special education teacher in developing a program of instruction for the student who is unable to benefit fully from the regular school program. In addition, it is a guide and progress record for the student. The content is focused on six curriculum areas, grades one through twelve: basic skills, personal and social awareness, living in the environment, career education, human ecology, leisure time activities; it is organized into sections, goals and sub-goals. In addition, model criterion measurement statements accompany each sub-goal in the teacher's edition; the student edition includes a grid for recording individual progress toward meeting sub-goals and goals. The student edition would be forwarded with other records should the student transfer to another school.

Teaching of special education is accomplished most appropriately through a systematic approach to individualized instruction. First, student needs should be determined, then instructional goals and sub-goals developed and stated in behavioral terms. Goals and sub-goals are defined as performance outcomes which a student is expected to achieve while enrolled in a special education program. Goals describe what is expected of the student generally, and they are considered long-range guidelines. Sub-goals focus on the acquisition of skills in a more immediate sense; they help the student attain the broader goals.

Sub-goals in the teacher's edition are accompanied by model criterion measurement statements (CMS). A CMS specifies the performance requirements to be met by a student before a sub-goal can be considered as learned. A CMS specifies the condition(s) under which the student will achieve the sub-goal, the expected student behavior, and the standard against which student achievement will be measured.

A typical activity would appear as follows:

Area	1.0.0 Basic Skills
Section	Gross Motor
Goal	1.1.0 Performs locomotor skills.
Sub-goal	1.1.1 Walks forward.
CMS	On request, the student walks forward at least ten feet with back straight, head held high, and eyes looking forward.

HOW TO USE THE GUIDE

This teacher's edition is designed primarily to help the instructor:

1. Pre-assess the performance and needs of individual students.
2. Select curriculum goals and sub-goals to meet student needs.

3. Adapt criteria (CMS) for measuring individual student performance on selected sub-goals.

4. Plan instruction according to individual criteria.

5. Measure and record student performance in light of established criteria.

- PRE-ASSESS student ability and determine individual needs.

  - Check the student's guide to see which competencies have been marked.

  - Observe behavior in relation to the guide's sub-goals which approximate the student's level of maturity and level of adaptive behavior.

  - Test performance according to established criterion measurement statements.

  Pre-assessment helps to determine the level that the student has reached and which subject areas need to be taught.

- SELECT goals and sub-goals. The guide includes 1,100 goals and sub-goals developed, for the most part, in a sequence or hierarchy of skills. However, other developmental skills could be added under each goal.

- ADAPT criteria for measuring student achievement. Criterion measurement statements specify performance requirements and they should be written so that the student and teacher can understand clearly what is expected. A CMS contains three essential elements:

  Statement of Condition--the specific circumstance that influences student performance, including any physical requirement, personal limitation, or the use of an aid.

  Statement of Behavior--a specific action on the part of the student that can be observed or measured through direct or indirect means.

  Statement of Measurement--the criterion that establishes the minimum level of performance acceptable: usually a desired rate, time limit, percentage or number of successful attempts. When none of these are specified, 100 percent completion is implied.

The following shows the relationship of the three elements:

"Given 30 lock washers varying in size (1/4", 3/8", 5/8"), the student sorts them into groupings with 90 percent accuracy within 60 seconds."

Statement of Condition "Given 30 lock washers varying in size (1/4", 3/8", 5/8"), . . .

Statement of Behavior . . . the student sorts them into those groupings. . .

Statement of Measurement . . . with 90 percent accuracy within 60 seconds."

Criterion measurement statements in this guide are meant to serve as models and statements should be modified to suit individual student needs. Such modified statements are referred to as "extended criterion measurement statements." Statements can be modified in the following ways:

> Adding minimum performance levels to the original statement. A CMS may include blank spaces which need to be filled in so as to complete the standard of measurement. This allows for flexibility in providing for individual differences. For example:
>
> "Given prior instruction and without aid, the student multiplies like fractions with __ accuracy." Fill in percentage; e.g., "90 percent accuracy."
>
> "Given a needle and thread, the student threads the needle _____ out _____ of times." Fill in the specified number of trials; e.g., "__3__ out of __5__ times."
>
> "Having studied nutrition, the student gives _____ reasons for eating nutritious meals." Specify the number; e.g.," 5 reasons."
>
> Rewriting the original statement. Introductory pages for each curriculum area illustrate this procedure; the following examples are drawn from Area 1, Basic Skills. The original statement is followed by two extended statements.
>
> "Given ten or more objects having like and unlike properties, the student separates objects into like and unlike groupings."
>
> "Given a mixture of 10 paper cutouts, some with corners and some without, the student sorts them into the correct groups 4 out of 5 times."
>
> "Given 30 lock washers varying in size (1/4", 3/8", 5/8"), the student sorts them into groups with 90 percent accuracy within 60 seconds."
>
> The statement has been extended to meet the needs of various students or the same student at different program levels or periods of time. The first extended statement has been adapted for an elementary level student, the second for a student at the secondary level.
>
> Selecting examples (in parentheses) in model CMSs. Such examples are included to help clarify statements.
>
> "Given instruction, the student cleans teeth (brushes, uses dental floss), as determined by some dental measure (disclosing tablet)."
>
> The teacher may select from among the examples provided or develop other items which better suit the situation.

- PLAN instruction. Once sub-goals have been selected and CMSs developed, teaching is directed toward the attainment of sub-goals. It is suggested that the teacher employ a task analysis approach when developing sub-goals. A task analysis involves the systematic breaking down of a task into its component parts, resulting in a descriptive, sequential list of learning steps stated in terms of desired student performance. Achievement of these steps enables the student to meet the criteria established for a given sub-goal. The following illustrates how task analysis complements teaching:

3.1.0 Cares for a pet.

3.1.1 Maintains housing for a pet.

CMS "Having learned about pets and their needs (habitat, cleanliness) and given the task, the student maintains proper housing for a pet."

Extended CMS "Given a dirty animal cage, the student will complete the necessary steps for cleaning the cage in 30 minutes."

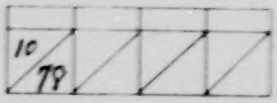
Task Analysis

1. Find substitute cage.
2. Remove animal.
3. Put animal in substitute cage.
4. Remove food and water.
5. Empty debris in waste basket.
6. Wash cage.
7. Dry cage.
8. Replace fresh bedding.
9. Return food and water.
10. Return animal to cage.
11. Secure cage door.
12. Return substitute cage.
13. Clean work area.
14. Wash hands.

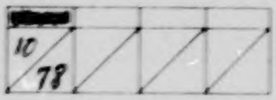
- RECORD student progress. After evaluating the student's progress in relation to a given sub-goal, mark the recording grid to the right of the sub-goal in the student's guide. For example:

1. If the student meets the criterion:

Mark the month and year on the first unused section to show when the student was evaluated.

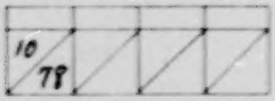


Fill in the space above the date to indicate that the student could do what was required in the criterion measurement statement.

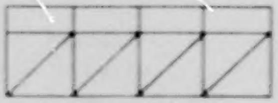


2. If not:

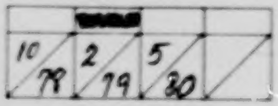
Mark only the month and year in the first unused section to show that the student was evaluated. Do not mark above the date. A blank space above the date indicates that the student could not achieve the sub-goal on the date evaluated.



3. A blank grid indicates no attempt has been made to evaluate the student on the sub-goal.



4. Combines the three above. On 10/8, the student could not meet the criterion measurement. The student met the criterion on 2/79; on 5/80, the student was reevaluated and did not meet the criterion. No measurement has been attempted since 5/80.



Recording student progress provides an account of what has been learned and indicates the student's strengths and weaknesses. The record accompanies the student's progress from teacher to teacher and through the school years. It provides continuity for the student's program and should help prevent unnecessary duplication of instruction.

ADDITIONAL USES

Toward Competency can be utilized in a number of ways:

Student Participation--Students can select goals and sub-goals which they wish to achieve, either individually or as a group. With assistance from the teacher, learning tasks and criterion measurement statements also may be developed by students, and students can help assess each other's progress.

Counseling Students--The student and teacher can discuss individual goals and sub-goals of special interest or importance to the student. A student's strengths and weaknesses can be identified on the recording grid and the grid can be useful in counseling.

Planning Instructional Packages--Various goals and sub-goals can serve as a foundation from which to plan and develop instructional units and materials. Teachers are encouraged to list activities and materials which have met with success. Learning packages may be developed and adapted for use by students.

Coordinating Instruction--Many goals can be achieved best when the special education teacher and regular school staff cooperate in providing instruction for the student. This guide can be adapted for a regular classroom setting, a learning resource center, itinerant teacher programs, and other instructional programs as well. It can be used by any teacher who utilizes an individualized approach to instruction.

Correlating Resources--Correlating the guide with other instructional materials will enrich the education of the student. It is suggested that teachers use the services of instructional materials centers when searching for instructional tools related to specific goals.

Parent Participation--Familiarizing the parent with goals in this guide helps the parent better understand the special education program. The parent can identify goals, help the student toward achieving goals, and measure the attainment of goals outside the school setting. The recording grid presents a profile of the student's achievement for conferences with the parent.

Orienting Others to the Special Education Program--The guide can be used to inform district staff and other personnel about the purposes and goals of the special education program. All teachers involved with special education should be familiar with the guide, including counselors and vocational rehabilitation personnel.

Recording Student Data Related to Instruction--On the inside front cover of the student edition, and presented on the following page, is a student data sheet for use in recording general information about the student's educational program. It includes space for recording information about instructional materials and programs for reference by the student at various levels of development, as well as space for the names of the student's former teachers and schools attended.

Recording High School Work Experience Placement--On the inside back cover of the student edition (see copy, page xiv) is a record for collecting information about the student's work placement in school and in the community; the record is maintained by the student's teachers. Space has been provided to note dates of work, types of jobs, places of employment, the names of work experience supervisors, and the student's work evaluation. The record serves as a quick reference of work experience, and as an aid when developing training and work placement opportunities for the student.

Recording Regular Class Participation--Facing the inside back cover of the student edition (see page xv) is a record for collecting information about the student's participation in regular classroom activities: classes attended, level, grade (period, year), attendance experience, evaluations of school/teacher.

SAMPLE
STUDENT DATA SHEET

Name	Birthdate	Soc. Sec. Number

Entry Date ______________________ From Grade ________

Dates	District	Teacher

Instructional Materials

	Dates	Program	Level
Reading			
Math			
Ot Published Programs			

SAMPLE
HIGH SCHOOL WORK EXPERIENCE PLACEMENT RECORD

Date	Type of Job	Employer's Name and Address	Work Experience Supervisor	Evaluation

SAMPLE
REGULAR CLASS PARTICIPATION

Class Attended	Level	Grade		Attendance Experience	Evaluation of School/Teacher
		Period	Year		

AREA 1.0.0
BASIC SKILLS

Definition

Basic Skills refer to fundamental or essential skills and concepts identified under the curriculum headings of motor development, language, reading, and mathematics.

Rationale for Instruction

In order to meet the everyday demands of living independently and in the community, the student must learn to move, read, speak, listen, write, spell, and compute with reasonable skill and accuracy. The area of basic skills focuses on communication. Communication is essential to individual growth and achievement; for the student with a learning problem, the ability to communicate enhances both association with and acceptance by adults and peers. The basic skills presented in this section are the tools which will lead the student toward achieving goals in other curriculum areas.

Measurement Model

This teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 1 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

1.0.0 BASIC SKILLS

Fine Motor

1.5.0 Develops visual perceptual skills.

1.5.2 Locates specific objects from an assortment of objects.

CMS Given a group of ten or more objects with like and unlike properties and a sample object, the student selects objects similar to the sample from the group.

Extended measurement statements:

Elementary Level	Given an assortment of 10 paper cut-outs, some with corners and others without, the student sorts them into correct groups four out of five times.
Secondary Level	Given 30 lock washers of various sizes (1/4", 3/8", 5/8"), the student sorts them into groups with 90 percent accuracy within 60 seconds.

AREA 1.0.0
BASIC SKILLS

Gross Motor

1.1.0 Performs locomotor skills.

1.1.1 Walks forward.

CMS On request, the student walks forward at least ten feet with back straight, head held high, and eyes looking ahead.

1.1.2 Walks backward.

CMS On request, the student walks backward at least ten feet with back straight, head held high, and eyes looking ahead.

1.1.3 Walks sideways.

CMS On request, the student walks to both the right and left side (cross step, side step, step-close-step) for a distance of ten feet, maintaining proper posture and balance.

1.1.4 Walks in a circle.

CMS On request, the student walks in a circle (clockwise, counterclockwise), maintaining proper posture and balance.

1.1.5 Walks on toes.

CMS On request and without heels touching the surface, the student walks forward on toes for a distance of at least ten feet.

1.1.6 Runs forward.

CMS On request, the student runs forward in a straight line for a distance of ten feet with weight on toes, head held level, body segments in alignment, and facing the line of movement.

1.1.7 Hops on each foot.

CMS On request, the student hops on each foot for at least five continuous hops, keeping the opposite foot from touching the surface.

1.1.8 Pivots on each foot.

CMS On request, the student pivots either to the right or to the left on each foot, keeping the pivot foot stationary and maintaining proper balance.

1.1.9 Jumps continuously using both feet.

CMS On request, the student jumps forward and lands, keeping both feet together without losing balance, for at least ten jumps.

1.1.10 Jumps forward and backward with feet together.

CMS On request, the student jumps forward and then backward for at least five continuous jumps, keeping both feet together.

1.1.11 Jumps forward and backward over an object.

CMS On request, the student jumps forward and then backward over an object placed on the ground, keeping both feet together.

1.1.12 Climbs and descends stairs alternating feet.

CMS When using stairs, the student ascends and descends the stairs alternating feet.

1.1.13 Climbs ladder alternating hands.

CMS When asked to climb a ladder, the student climbs up and down alternating hands.

1.1.14 Slides on feet to left and right.

CMS On request, the student slides (keeping feet on surface) to the left and to the right, for a minimum distance of ten feet.

1.1.15 Skips.

CMS On request, the student skips using a step-hop movement without stopping, for a minimum distance of twenty feet.

1.1.16 Gallops.

CMS On request, the student gallops in a forward motion without stopping, for a minimum distance of twenty feet.

1.1.17 Marches to a beat.

CMS On request, the student marches to a beat (drum, music) and keeps time by coordinating the downward left foot movement with the beat.

1.1.18

1.1.19

1.2.0 Demonstrates ball control skills.

1.2.1 Rolls large ball.

CMS Having received instructions in rolling a large ball (volleyball or larger), the student rolls a ball for a distance of at least ten feet.

1.2.2 Rolls small ball.

CMS Having received instructions in rolling a small ball (softball or smaller), the student rolls a ball for a distance of at least ten feet.

1.2.3 Bounces large ball.

CMS Given a large ball (volleyball or larger), the student bounces the ball three times with one hand before catching.

1.2.4 Bounces small ball.

CMS Given a small ball (softball or smaller), the student bounces the ball three times with one hand before catching.

1.2.5 Throws large ball.

CMS Having received instructions in throwing a large ball (volleyball or larger), the student throws a ball forward.

1.2.6 Throws small ball.

CMS Having received instructions in throwing a small ball (softball or smaller), the student throws a ball forward.

1.2.7 Catches large ball.

CMS When a large ball (volleyball or larger) is thrown to the student, the student catches the ball using both hands, keeping eyes open.

1.2.8 Catches small ball.

CMS When a small ball (softball or smaller) is thrown to the student, the student catches the ball using both hands, keeping eyes open.

1.2.9 Bats softball.

CMS Having received instructions in batting a ball (softball), the students bats the ball, hitting the ball _____ percent of the time.

1.2.10 Kicks kickball.

CMS Having received instructions in kicking a kickball, the student kicks a kickball, hitting the ball _____ out of _____times.

1.2.11 Foot-dribbles soccer ball.

CMS In a given situation, the student foot-dribbles a soccer ball for a minimum of ten feet using alternate feet, maintaining control of the ball.

1.2.12

1.2.13

Fine Motor

1.3.0 Cuts with scissors.

1.3.1 Holds scissors correctly.

CMS Given scissors, the student grasps them in the dominant hand and places fingers in the position necessary to manipulate the scissors.

1.3.2 Opens and closes scissors.

CMS After correctly positioning the scissors in the cutting hand, the student opens and closes them in the manner necessary for cutting.

1.3.3 Holds material while cutting.

CMS Given material to be cut by scissors, the student holds the material and scissors so that the cutting blades are perpendicular to the material.

1.3.4 Cuts on straight lines.

CMS Given a piece of paper having several straight lines, the student cuts along a line, deviating no more than _____ (1/4") from the line.

1.3.5 Cuts on angled lines.

CMS Given a piece of paper with a line containing angles, the student cuts along the line, deviating no more than _____ (1/4") from the line.

1.3.6 Cuts on curved lines.

CMS Given a piece of paper with a curved line on it, the student cuts along the line, deviating no more than _____ (1/8") from the line.

1.3.7

1.3.8

1.4.0 Manipulates small objects

1.4.1 Builds with blocks.

CMS Given a number of building blocks, the student performs the necessary manipulation with hands to build an object by stacking.

1.4.2 Hammers nails/tacks.

CMS Having received instruction in the use of a hammer and nails/tacks, the student uses a hammer to drive a nail/tack into a board without bending it, _____ out of _____ times.

1.4.3 Screws/unscrews objects.

CMS Given a number of objects which involve screwing/unscrewing (jar lids, nuts and bolts, wood screw), the student screws/unscrews the objects.

1.4.4 Puts pegs in pegboard.

CMS Given pegs and a pegboard, the student places the pegs in the pegboard so that the pegs are in a perpendicular position.

1.4.5 Strings beads.

CMS Given an assortment of beads and a string which easily slips through the holes in the beads, the student strings _____ beads in _____ minutes.

1.4.6 Winds lacing/string.

CMS Given a length of string/lacing and an object on which the string/lacing can be wound, the student winds the string/lacing on the object to the teacher's satisfaction.

1.4.7 Folds paper in half.

CMS Given a piece of paper, the student performs the necessary manipulations to fold the paper in half so that the edges opposite the fold are even.

1.4.8 Folds paper in fourths.

CMS Given a piece of paper, the student performs the necessary manipulations to fold the paper in fourths so that all edges are even.

1.4.9 Folds for a business-sized (#10) envelope.

CMS Given an 8-1/2" X 11" paper (typing, notebook), the student folds the paper in thirds so that it fits into a #10 envelope.

1.4.10 Folds for a small envelope.

CMS Given an 8-1/2" x 11" paper (typing, notebook), the student folds the paper in half, then in thirds, so that it fits into a small envelope.

1.4.11

1.4.12

Visual Perception

1.5.0 Develops visual perceptual skills.

1.5.1 Develops lateral eye movement without moving head.

CMS When presented with a laterally moving object, the student follows the object with the eyes without moving the head.

1.5.2 Locates specific objects from an assortment of objects.

CMS Given a group of ten or more objects with like and unlike properties and a sample object, the student selects objects similar to the sample from the group.

1.5.3 Sorts and classifies objects.

CMS Given a group of ten or more mixed objects, the student sorts and classifies objects (size, shape, type, and/or color) with _____ percent accuracy.

1.5.4 Locates specific objects which differ slightly from other objects.

CMS Given ten or more similar objects which differ slightly, the student sorts and classifies the objects (size, shape, type, and/or color) with _____ percent accuracy.

1.5.5 Identifies shapes regardless of size, color, or texture.

CMS When presented with a number of mixed two-dimensional geometric objects of varying size, color, and texture, the student identifies similar shapes.

1.5.6 Recognizes relative size regardless of distance.

CMS After correctly distinguishing the relative size of a smaller and a larger object, the student maintains that size comparison when the objects are moved apart.

1.5.7 Locates parts of the body.

CMS On request, the student locates _____ specific external parts of the body to the teacher's satisfaction.

1.5.8 Demonstrates figure completion.

CMS Given an incomplete model of a human figure, the student identifies _____ missing parts.

1.5.9 Demonstrates knowledge of directional movement.

CMS When given an object and a directional command (up, down, in, out), the student correctly moves the object.

1.5.10 Demonstrates knowledge of relationship of body to other objects.

CMS When presented with a preposition (on, over, in), the student explains the preposition in terms of the student's own body relationship to the environment (I'm in the room; I'm on the floor).

1.5.11 Assembles body parts.

CMS Given a disassembled two-dimensional cardboard puzzle of a human body, the student correctly assembles the puzzle.

1.5.12

1.5.13

Auditory Discrimination

1.6.0 Distinguishes common sounds.

1.6.1 Identifies common animal sounds.

CMS Given a number of common animal sounds (recorded, taped), the student identifies each sound and associates it with the proper animal.

1.6.2 Identifies common musical sounds.

CMS When presented with a number of musical sounds (drum, violin, bells), the student identifies the sound and associates it with the proper instrument, with _____ percent accuracy.

1.6.3 Identifies common outdoor sounds.

CMS When presented with common outdoor sounds, the student identifies the sounds.

1.6.4 Identifies common household sounds.

CMS When presented with ten or more common household sounds (doorbell, telephone, eggs frying, etc.), the student identifies at least _____ out of _____ sounds.

1.6.5 Identifies loud/soft sounds.

CMS When presented with a variety of sounds varying in volume, the student distinguishes between loud and soft sounds, _____ out of _____ times.

1.6.6 Identifies high/low sounds.

CMS When presented with a variety of high- and low-pitched sounds, the student identifies the high and low sounds (verbally or physically).

1.6.7 Identifies near/far sounds.

CMS When presented with a number of familiar sounds at varying distances, the student identifies near and far sounds.

1.6.8 Identifies emergency sounds.

CMS When presented with a variety of emergency sounds (police siren, fire bell), the student identifies _____ emergency sounds.

1.6.9

1.6.10

Receptive Language

1.7.0 Responds to simple verbal commands.

1.7.1 Follows simple directions.

CMS When presented with a number of simple one-verb requests (come, down, etc.), the student complies _____ percent of the time.

1.7.2 Provides personal information.

CMS On request, the student verbally provides personal information (name, age, address) to the teacher's satisfaction.

1.7.3 Identifies direction.

CMS On request, the student identifies a specific direction (up, down, right/left) _____ percent of the time.

1.7.4 Identifies objects as directed.

CMS When common objects are named verbally (Show me the ball.), the student demonstrates ability to link the name with the object.

1.7.5

1.7.6

1.8.0 Responds to more complex verbal commands.

1.8.1 Performs two related tasks.

CMS When given a verbal command with two related tasks (Pick up the book and then turn to page 46.), the student responds correctly.

1.8.2 Performs two or more related tasks.

CMS When given a verbal command with two or more related tasks (Go to the shelf, get a book, and read it.), the student independently performs these tasks.

1.8.3 Performs two unrelated tasks.

CMS When presented with a complex verbal command consisting of two unrelated directions (Feed the fish, then complete your math assignment.), the student performs the tasks correctly.

1.8.4 Performs two or more unrelated tasks.

CMS On request, the student performs two or more unrelated tasks (Feed the fish, put the book away, then go to the door.), in the designated sequence.

1.8.5

1.8.6

Expressive Language

1.9.0 Articulation

1.9.1 Imitates sounds of vowels.

CMS When presented orally with the vowel sounds (a-e-i-o-u-y), the student correctly repeats each vowel _____ out of _____ times.

1.9.2 Imitates sounds of consonants.

CMS When presented orally with consonant sounds, the student correctly repeats each consonant sound.

1.9.3 Volunteers sounds of vowels.

CMS On request, the student voluntarily says vowel sounds with _____ percent accuracy.

1.9.4 Volunteers sounds of consonants.

CMS On request, the student voluntarily says consonant sounds with _____ percent accuracy.

1.9.5 Blends sounds.

CMS When presented with various sound units (CVC combinations, including nonsense words such as bat, vip, caz), the student reads the appropriate sound for the unit.

1.9.6

1.9.7

1.10.0 Demonstrates word pronunciation.

1.10.1 Imitates single words.

CMS When presented orally with a list of words containing the various sounds of the English language (vowels, consonants, diphthongs), the student correctly pronounces the words.

1.10.2 Volunteers single words.

CMS When observed, the student volunteers single words.

1.10.3 Imitates word chains.

CMS When presented with two or more words in sequence, the student immediately imitates that word chain.

1.10.4 Volunteers word chains.

CMS When observed, the student volunteers word chains.

1.10.5

1.10.6

1.11.0 Expresses self in understandable speech.

1.11.1 Verbalizes simple sentences.

CMS When engaged in conversation, the student verbalizes simple sentences (noun/verb combinations: We want. You come.)

1.11.2 Provides single word or two-word answers to questions.

CMS When asked a simple question (What day is today?), the student answers in one or two words (Monday.)

1.11.3 Provides multiple word answers to questions.

CMS When asked a question (What is the weather?), the student answers in a multiple word answer (It is raining.)

1.11.4 Verbalizes more complex sentences.

CMS When conversing with one or more persons, the student speaks in sentences containing _____ number of grammatical elements, in addition to a noun and verb.

1.11.5 Chains sentences.

CMS When conversing with at least one person, the student speaks using more than two consecutive sentences.

1.11.6 Relays information.

CMS When asked to relay a message, the student correctly communicates the information orally to at least one other person.

1.11.7 Asks questions.

CMS When conversing with at least one person, the student asks questions which are logical to the situation.

1.11.8 Talks about own experiences.

CMS When conversing with at least one other person, the student talks about own experiences in a logical manner (complete story, appropriate to the situation).

1.11.9 Sequences thoughts into logical sentence patterns.

CMS When conversing with at least one other person, the student verbally sequences thoughts into logical sentence patterns _____ percent of the time.

1.11.10 Uses correct grammar.

CMS When conversing with others, the student uses correct grammar as determined by the setting (playground, home, classroom) _____ percent of the time.

1.11.11

1.11.12

1.12.0 Controls volume of voice

1.12.1 Discriminates between loud/soft oral sounds.

CMS When orally presented with an assortment of loud and soft sounds, the student distinguishes the loud from the soft with _____ percent accuracy.

1.12.2 Modulates voice according to room size.

CMS When observed in rooms of different sizes and asked to verbalize, the student speaks with a voice volume that is appropriate to the situation.

1.12.3 Modulates voice according to number of listeners.

CMS When observed in various sized groups, the student speaks with a voice volume that is appropriate to the situation.

1.12.4

1.12.5

Reading

1.13.0 Demonstrates reading readiness.

1.13.1 Names colors.

CMS Given a group of varying colors and asked to name them, the student correctly names colors _____ out of _____ times.

1.13.2 Matches shapes.

CMS Given two identical groups of mixed shapes, the student correctly matches shapes _____ out of _____ times.

1.13.3 Distinguishes like and unlike objects.

CMS Given a group of several like and unlike objects, the student selects either the like or unlike objects with _____ percent accuracy.

1.13.4 Matches numerals.

CMS Given two identical groups of mixed numerals, the student correctly matches numerals _____ out of _____ times.

1.13.5 Matches letters.

CMS Given two identical groups of mixed letters, the student correctly matches letters _____ out of _____ times.

1.13.6 Distinguishes like and unlike numerals.

CMS Given a group having several like and unlike numerals, the student selects either the like or the unlike numerals with _____ percent accuracy.

1.13.7 Distinguishes like and unlike letters.

CMS Given a group of several like and unlike letters, the student selects either the like or the unlike letters with _____ percent accuracy.

1.13.8 Marks named picture(s) within a group of pictures.

CMS Given a group of different pictures and requested to identify specific ones, the student marks the appropriate picture(s).

1.13.9 Marks items requested in a sentence.

CMS Given a sentence that asks one to identify items, the student correctly marks (connects pictures, symbols, words) _____ out of _____ items.

1.13.10 Demonstrates left-to-right reading movement.

CMS Given several lines of printed material, the student indicates left-to-right movement (moves finger, hand).

1.13.11

1.13.12

1.14.0 Demonstrates knowledge of the alphabet.

1.14.1 Recites alphabet in proper sequence by rote.

CMS On request, the student recites the alphabet in proper sequence by rote _____ out of _____ times.

1.14.2 Matches letters of the alphabet.

CMS Given two identical mixed groups of letters of the alphabet, the student matches the letters _____ out of _____ times.

1.14.3 Finds letters of the alphabet.

CMS Given the alphabet and asked to identify given letters, the student indicates (points to, draws a line, picks up) the letters with _____ percent accuracy.

1.14.4 Reads letters of the alphabet.

CMS On request, the student reads the letters (upper and lower case) of the alphabet with _____ percent accuracy.

1.14.5 Identifies upper case letters in random order.

CMS Given the upper case letters in random order, the student correctly identifies letters with _____ percent accuracy.

1.14.6 Identifies lower case letters in random order.

CMS Given the lower case letters in random order, the student correctly identifies letters with _____ percent accuracy.

1.14.7 Pairs upper and lower case letters.

CMS Given the upper and lower case letters, the student pairs upper and lower case letters with _____ percent accuracy.

1.14.8

1.14.9

1.15.0 Develops a sight vocabulary.

1.15.1 Matches single words.

CMS Given two identical groups of printed words, the student matches the words with _____ percent accuracy.

1.15.2 Finds single words.

CMS Given a group of printed words and asked to select specific words, the student finds (points to, selects) the correct words _____ out of _____ times.

1.15.3 Reads single words.

CMS Given single words at the student's reading level and asked to read, the student orally reads the words with _____ percent accuracy.

1.15.4 Matches two or more word phrases.

CMS Given two or more identical groups of word phrases, the student matches the word phrases with _____ percent accuracy.

1.15.5 Finds two or more word phrases.

CMS Given two or more printed word phrases and asked to select specific phrases, the student finds (points to, selects) phrases with _____ percent accuracy.

1.15.6 Reads two or more word phrases.

CMS Given identical groups of two or more word phrases at the student's level of reading and asked to read them, the student reads the words with _____ percent accuracy.

1.15.7 Matches words with pictures/objects.

CMS Given words and related pictures/objects, the student matches the words with the pictures/objects with _____ percent accuracy.

1.15.8 Finds words with pictures/objects.

CMS Given words and related pictures/objects and asked to select specific words, the student finds (points to, selects, indicates) the words with _____ percent accuracy.

1.15.9 Reads words related to pictures/objects.

CMS Given words and related pictures, the student orally reads the words _____ percent of the time.

1.15.10 Matches words related to numbers.

CMS Given groups of words and related numbers, the student matches the words and the numbers.

1.15.11 Finds words related to numbers.

CMS Given groups of words, the student finds (points to, selects, states) words which represent given numbers.

1.15.12 Reads words related to numbers.

CMS Given a group of words, the student orally reads words which represent given numbers.

1.15.13 Reads selection(s) of essential vocabulary words.

CMS Given a selection of essential vocabulary words (Wilson's, Dolch list), the student orally reads them with _____ percent accuracy.

1.15.14 Reads selection(s) of functional words.

CMS Given a selection of functional words (exit, danger), the student orally reads them with _____ percent accuracy.

1.15.15

1.15.16

1.16.0 Utilizes a particular reading program.

1.16.1 Reads language-experience stories.

CMS When asked to read a language-experience story written by an individual student or the class, the student orally reads to the teacher's satisfaction.

1.16.2 Reads words in stories.

CMS When presented with a story at the student's reading level, the student reads (decodes, recognizes) words with _____ percent accuracy.

1.16.3

1.16.4

1.17.0 Demonstrates skills of phonetic analysis.

1.17.1 Reads aloud sounds of consonants.

CMS When presented with consonant letters at random, the student reads aloud the correct sound with _____ percent accuracy.

1.17.2 Reads aloud sounds of vowels.

CMS When presented with vowel letters at random, the student reads aloud the correct sound with _____ percent accuracy.

1.17.3 Reads aloud sounds of blends.

CMS When presented with the blend formation letters (bl, fl, fr), at random, the student reads aloud the correct sound with _____ percent accuracy.

1.17.4 Reads aloud sounds of digraphs.

CMS When presented with printed digraphs at random, the student reads aloud the correct sound with _____ percent accuracy.

1.17.5 Reads aloud to blend consonants and vowels.

CMS When presented with a list of consonant-vowel-consonant (CVC) formations, the student blends them into single sound units (nonsense words, such as fud, ked, tep).

1.17.6 Reads aloud to decode words.

CMS When presented with a variety of phonetically regular words at the student's reading level, the student reads aloud to decode.

1.17.7

1.17.8

1.18.0 Demonstrates structural analysis skills.

1.18.1 Separates compound words into root words.

CMS Given a group of ten or more compound words at the student's reading level, the student separates the root word into compound words by circling each root word, with _____ percent accuracy.

1.18.2 Separates prefixes from root words.

CMS Given a group of ten or more words at the student's reading level, the student separates prefixes from root words by underlining root words and circling prefixes, with _____ percent accuracy.

1.18.3 Separates suffixes from root words.

CMS Given a group of ten or more words at the student's reading level, the student separates suffixes from root words by underlining root words and circling the suffixes, with _____ percent accuracy.

1.18.4 Gives plural forms.

CMS Given a list of ten or more singular nouns, the student correctly adds the s, es, or ses endings to the words, with _____ percent accuracy.

1.18.5 Adds correct endings to words, doubling last consonant to make the past tense.

CMS Given a list of ten or more words, some requiring the doubling of the last consonant in the past tense (hop, ask, sit, ship, trot, walk), the student adds correct past tense ending only to words to which doubling the final consonant rule applies, with _____ percent accuracy.

40

1.18.6 Adds correct endings to words by changing y to i.

CMS Given a list of ten or more words ending in y, some requiring changing the y to i before adding endings (hurry, boy), the student adds endings, changing only those words to which the "y to i" rule applies.

1.18.7 Adds correct endings to words dropping final e.

CMS Given a list of ten or more words ending in e, the student adds endings only when the "dropping the final e" rule applies (hope/hoping, love/loving), with _____ percent accuracy.

1.18.8 Adds correct endings to words ending in f and fe.

CMS Given a list of ten or more words ending with f and fe (calf, half, knife), the student adds correct endings by changing f or fe endings only with words to which the "yes" rule applies, with _____ percent accuracy.

1.18.9 Divides words into syllables.

CMS Given a list of ten or more words of two or more syllables at the student's reading level (welcome, separate, whisper), the student correctly separates each word into syllables by using a slash mark (wel/come).

1.18.10

1.18.11

1.19.0 Uses clues in reading.

1.19.1 Uses picture clues for unknown words.

CMS When presented with a paragraph about a picture, the student deciphers unknown words by associating them with the content of the paragraph and the picture.

1.19.2 Uses configuration clues for remembering new words.

CMS When presented with a list of ten or more words of different configurations, the student uses the shape of the letters to aid in identifying words.

1.19.3 Sounds out unknown words.

CMS When presented with a list of ten or more phonetically regular unknown words, the student pronounces (reads) the words by sounding them out _____ percent of the time.

1.19.4

1.19.5

1.20.0 Uses comprehension skills.

1.20.1 Relates events of stories.

CMS On request, the student relates (associates, recites, tells) the events of a story that the student has just completed reading (silently or orally), to the teacher's satisfaction.

1.20.2 Relates steps in a process.

CMS After reading the steps in a process (recipe, work task outline, field trip outline, craft project outline), the student relates the steps in proper sequences _____ percent of the time.

1.20.3 Identifies sequence of ideas or events.

CMS After reading a story and upon request immediately afterwards, the student identifies (matches, points to, names, associates, recites) the sequence of events in the story to the teacher's satisfaction.

1.20.4 Relates cause and effect relationships.

CMS After reading a story, the student relates (verbally distinguishes) between cause and effect in relationships which pertain to the characters and events in the story, with _____ percent accuracy.

1.20.5 Distinguishes between statements of reality and unreality.

CMS After reading a story and being presented with certain statements from the story by the teacher, the student verbally distinguishes between those statements which are based on reality (fact, truth, existence) and those which are not (nonfactual, fantasy, nonexistence), to the teacher's satisfaction.

1.20.6 Relates anticipated outcomes.

CMS While reading a story and being purposely interrupted by the teacher with a question about a possible outcome, the student verbally anticipates (guesses, estimates, hypothesizes) what the outcome will be, to the teacher's satisfaction.

1.20.7 Relates reactions and motives of story characters.

CMS After being presented with a character and situation from a story, the student tells how the character felt and explains the character's actions in the situation.

1.20.8 Draws inferences from reading materials.

CMS After reading a list of three or more selected statements provided by the teacher, the student verbally draws inferences from the statements, with _____ percent accuracy.

1.20.9 Draws conclusions from reading materials.

CMS After reading a selection chosen for the student by the teacher, the student verbally draws appropriate conclusions.

1.20.10 States main idea of selection.

CMS After reading a selection chosen for the student by the teacher, the student states the main idea of the selection.

1.20.11 Summarizes.

CMS After reading a story or selection assigned to the student by the teacher, the student immediately summarizes the content (main idea, sub-points, characters, events, conclusions) to the teacher's satisfaction.

1.20.12

1.20.13

1.21.0 Reads silently.

1.21.1 Reads without lip movement.

CMS Given the task of silently reading a passage selected by the teacher, the student performs the request without visible signs of lip movement.

1.21.2 Adjusts reading rate to type of reading material.

CMS Given selected reading materials, the student voluntarily adjusts reading rate and maintains comprehension as measured on a comprehension test.

1.21.3 Adjusts reading rate to level of difficulty.

CMS Given selected reading materials, the student voluntarily adjusts reading rate to the difficulty of the material and maintains comprehension as measured on a comprehension test.

1.21.4 Adjusts reading rate to purpose for reading.

CMS When assigned reading selections and told the purpose for each selection (enjoyment, general content, specific facts), the student adjusts reading rate to the intended purpose as judged by the teacher.

1.21.5

1.21.6

Study Skills

1.22.0 Demonstrates dictionary skills.

1.22.1 Alphabetizes by first letter.

CMS Given a list of ten or more words with unlike first letters, (am, cat, goat), the student recopies the list in correct alphabetical order _____ out of _____ times.

1.22.2 Alphabetizes words.

CMS Given a list of ten or more words with the same first letter (arm, am, ankle), the student recopies the list of words in correct alphabetical order _____ out of _____ times.

1.22.3 Locates words in dictionary.

CMS Given a dictionary assignment to find words, the student independently locates designated words in the dictionary _____ percent of the time.

1.22.4 Pronounces words according to diacritical markings.

CMS Given a list of ten or more words marked with diacritical markings (feb' roo-er'i), the student correctly pronounces _____ out of _____ words.

1.22.5 Locates homonyms.

CMS Given a list of ten or more words which include homonyms, the student uses dictionary skills to locate _____ out of _____ homonyms.

1.22.6 Locates synonyms.

CMS Given a list of ten or more words which include synonyms, the student uses dictionary skills to locate _____ out of _____ synonyms.

1.22.7 Locates antonyms.

CMS Given a list of at least ten words which include antonyms, the student uses dictionary skills to locate _____ out of _____ antonyms.

1.22.8

1.22.9

1.23.0 Uses study skills.

1.23.1 Uses table of contents.

CMS Given the task of selecting information from published material (book, magazine, reference book), the student employs the table of contents to locate information, to the teacher's satisfaction.

1.23.2 Employs index to locate information.

CMS Given a list of at least ten words describing topics in a book, the student correctly uses the words and index to locate information.

1.23.3 Uses encyclopedias/atlases/supplementary texts.

CMS Given instruction on the use of the encyclopedia/atlas/supplementary text, the student independently locates _____ topics (famous people, countries), to the teacher's satisfaction.

1.23.4 Locates headings and subheadings of topics.

CMS Given three or more written articles, the student outlines the headings and subheadings of topics in each article with _____ percent accuracy.

1.23.5 Uses reference materials.

CMS Given an assignment to write a report and use reference materials, the student names different resources used.

1.23.6 Uses resource people.

CMS When presenting an assigned report, the student names the people (employers, workers, counselor, teachers, librarians) used as resources.

1.23.7

1.23.8

Writing

1.24.0 Demonstrates readiness for writing.

1.24.1 Holds writing instruments correctly.

CMS Given a common writing instrument (pencil, pen, crayon, chalk), the student holds the instrument in an acceptable manner.

1.24.2 Performs pre-writing exercises.

CMS Given instruction and materials, the student performs pre-writing exercises (unstructured scribbling, drawing on blackboard or large sheets of paper, painting with brush or finger painting), to the satisfaction of the teacher.

1.24.3 Traces around objects.

CMS Given instruction and materials, the student traces around the outside of an object (cup, ball, book), to the teacher's satisfaction.

1.24.4 Traces over dotted lines.

CMS Given instruction and materials, the student traces over dotted lines, to the satisfaction of the teacher.

1.24.5 Copies straight lines.

CMS Given instruction and materials, the student copies over straight lines (horizontal, vertical, diagonal), to the satisfaction of the teacher.

1.24.6 Copies curved lines.

CMS Given instruction and materials, the student copies curved lines (circle, waves), to the teacher's satisfaction.

1.24.7

1.24.8

1.25.0 Demonstrates manuscript writing.

1.25.1 Copies letters and numbers independently.

CMS Given the assignment to independently copy letters and numbers, the student uses a model (cardboard lettering cards, blackboard, prepared materials) to copy letters and numbers which are legible, to the teacher's satisfaction.

1.25.2 Uses correct spacing between letters/words.

CMS Given the task to use correct space between letters/words, the student demonstrates adequacy by copying a model, appropriately spacing letters/words, to the teacher's satisfaction.

1.25.3 Writes numerals/letters without visual model.

CMS Given an oral instruction to write numerals/letters without a visual model, the student writes legible numerals/letters.

1.25.4

1.25.5

1.26.0 Demonstrates cursive writing.

1.26.1 Forms cursive letters correctly.

CMS Asked to write any of the upper or lower case cursive letters, the student correctly writes cursive letters.

1.26.2 Converts letters correctly.

CMS Asked to convert letters from manuscript to cursive writing, the student produces legible letters from memory _____ percent of the time.

1.26.3 Writes name.

CMS Given instruction, the student writes own name correctly and legibly to the teacher's satisfaction.

1.26.4 Writes words from verbal cue.

CMS When given oral instructions to write words, the student correctly writes the words.

1.26.5

Basic Mathematics

1.27.0 Demonstrates math readiness.

1.27.1 Matches geometric shapes.

CMS Given two sets of cards of like geometric shapes, the student matches like cards from each set.

1.27.2 Finds geometric shapes.

CMS Presented with a mixed group of geometric shapes and asked to find a named shape (circle, triangle), the student selects the corresponding shape.

1.27.3 Names geometric shapes.

CMS Presented with the series of geometric shapes (circle, square), the student correctly names each shape.

1.27.4 Matches like numbers.

CMS Presented with a set of numeral cards containing two of each numeral from 1 to 100 in random order, the student pairs the numerals.

1.27.5 Matches equivalent sets.

CMS Given a series of problems to match equivalent sets on a worksheet, the student matches equivalent sets by drawing lines between them.

1.27.6 Finds equivalent sets.

CMS Given a series of problems to find equivalent sets from a worksheet containing a model, the student draws a line from the model to the corresponding equivalent set.

1.27.7 Identifies unequal sets.

CMS Given a series of problems to identify sets unequal to a model set on a worksheet, the student marks (circling, crossing) the unequal sets.

1.27.8

1.27.9

1.28.0 Counts by rote orally.

1.28.1 Counts from 1 to 10 by rote.

CMS When asked to count orally from 1 to 10 by rote, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.2 Counts from 1 to 20 by rote.

CMS When asked to count orally from 1 to 20 by rote, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.3 Counts from 1 to 50 by rote.

CMS When asked to count orally from 1 to 50 by rote, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.4 Counts from 1 to 100 by rote.

CMS When asked to count orally from 1 to 100 by rote, the student states each number clearly, unhesitatingly and in correct sequence _____ percent of the time.

1.28.5 Counts by tens to 100 by rote.

CMS When asked to count orally by tens to 100 by rote, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.6 Counts by fives to 100 by rote.

CMS When asked to count orally by fives to 100 by rote, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.7 Counts by twos to 100 by rote.

CMS When asked to count orally by twos to 100 by rote, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.8 Counts by twenty-fives to 100 by rote.

CMS When asked to count orally by twenty-fives to 100 by rote, the student states each number clearly and in correct sequence _____ percent of the time.

1.28.9 Counts by fifties to 100 by rote.

CMS When asked to count orally by fifties to 100 by rote, the student states each number correctly and in correct sequence _____ percent of the time.

1.28.10 Counts to and from a number.

CMS The student counts orally by rote to and from a number 2-100 by ones (counting by ones to 20, counting by ones from 20 to 0), stating each number clearly and in correct sequence _____ percent of the time.

1.28.11 Counts forward.

CMS After learning the concept of "forward," the student counts orally forward by rote from a number 0-100 provided by the teacher.

1.28.12 Counts backwards.

CMS After learning the concept "backward," the student counts orally backward by rote from a number 0-100 provided by the teacher.

1.28.13

1.28.14

1.29.0 Counts given objects.

1.29.1 Counts to 10.

CMS The student counts one to ten given objects with _____ percent accuracy.

1.29.2 Counts from 10 to 20.

CMS The student counts ten to twenty given objects with _____ percent accuracy.

1.29.3 Counts from 20 to 50.

CMS The student counts twenty to fifty given objects with _____ percent accuracy.

1.29.4 Counts from 50 to 100.

CMS The student counts fifty to one hundred given objects with _____ percent accuracy.

1.29.5 Counts by fives to 100.

CMS The student counts five to one hundred given objects by fives with _____ percent accuracy.

1.29.6 Counts by tens to 100.

CMS The student counts ten to one hundred given objects by tens with _____ percent accuracy.

1.29.7

1.29.8

1.30.0 Recognizes numerals.

1.30.1 States names of numerals 1 to 10.

CMS Presented with a written numeral between 1 and 10, the student states the name of the numeral.

1.30.2 States names of numerals 10 to 20.

CMS Presented with a written numeral between 10 and 20, the student states the name of the numeral.

1.30.3 States names of numerals 20 to 50.

CMS Presented with a written numeral between 20 and 50, the student states the name of the numeral.

1.30.4 States names of numerals 50 to 100.

CMS Presented with a written numeral between 50 and 100, the student states the name of the numeral.

1.30.5

1.30.6

1.31.0 Sequence numerals.

1.31.1 Groups numbers in proper sequence, 1-10.

CMS Given ten number cards with numerals 1-10 in mixed order, the student lays out the cards in proper sequence.

1.31.2 Groups numbers in proper sequence, 1-20.

CMS Given twenty number cards with numerals 1-20 in mixed order, the student lays out the cards in proper sequence.

1.31.3

1.31.4

1.32.0 Writes numerals in sequence.

1.32.1 Writes numerals 1 to 10.

CMS The student writes the numerals 1 to 10 in proper sequence.

1.32.2 Writes numerals 10 to 20.

CMS The student writes the numerals 10 to 20 in proper sequence.

1.32.3 Writes numerals by tens to 100.

CMS The student writes the numerals 10 to 100 by tens in proper sequence.

1.32.4

1.32.5

1.33.0 Recognizes math symbols.

1.33.1 Explains "+".

CMS The student explains that the symbol "+" means "add."

1.33.2 Explains "-".

CMS The student explains that the symbol "-" means "subtract."

1.33.3 Explains "=".

CMS The student explains that the symbol "=" means "equal."

1.33.4 Explains "x".

CMS The student explains that the symbol "x" means "multiply."

1.33.5 Explains "÷".

CMS The student explains that the symbol "÷" means "divide."

1.33.6

1.33.7

1.34.0 Recognizes math words.

1.34.1 Explains "add."

CMS Presented with the word "add," the student explains its meaning.

1.34.2 Explains "subtract."

CMS Presented with the word "subtract," the student explains its meaning.

1.34.3 Explains "equal."

CMS Presented with the word "equal," the student explains its meaning.

1.34.4 Explains "multiply."

CMS Presented with the word "multiply," the student explains its meaning.

1.34.5 Explains "divide."

CMS Presented with the word "divide," the student explains its meaning.

1.34.6

1.34.7

1.35.0 Solves addition problems

1.35.1 Writes total after counting objects.

CMS Given up to _____ objects to count, the student counts the objects and writes the correct total.

1.35.2 Adds to a number (1 to 10) and finds the sum.

CMS The student adds 1 to a given number from 1 to 10 and accurately finds the sum _____ percent of the time.

1.35.3 Adds 2-digit numbers without carrying.

CMS The student adds 2-digit numbers without carrying with _____ percent accuracy.

1.35.4 Adds two or more digit numbers with carrying.

CMS Having received instruction and practice in adding two or more digit numbers which require carrying, the student correctly solves at least ten problems in a _____-minute time period.

1.35.5 Adds three or more columns and finds the sum.

CMS Having received instruction and practice in adding three or more columns of numbers, the student adds three or more columns of numbers (with/without carrying) and accurately finds the sum _____ percent of the time.

1.35.6

1.35.7

1.36.0 Solves subtraction problems

1.36.1 Subtracts 1 from (1 to 10) and finds answer.

CMS Having received instruction and practice in subtracting numbers, the student subtracts 1 from a given number from 1 to 10 _____ percent of the time.

1.36.2 Subtracts two-digit numbers without borrowing.

CMS Having received instruction and practice in subtracting two-digit numbers from two-digit numbers without borrowing, the student solves problems with _____ percent accuracy.

1.36.3 Subtracts two or more digit numbers with borrowing.

CMS Given subtraction problems in which two or more digit numbers are to be subtracted and which involve borrowing, the student correctly solves the problems _____ percent of the time.

1.36.4

1.36.5

1.37.0 Solves multiplication problems

1.37.1 Multiples by twos.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 2, the student solves the problems _____ out of _____ times.

1.37.2 Multiplies by threes.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 3, the student solves the problems _____ out of _____ times.

1.37.3 Multiplies by fours.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 4, the student solves the problems _____ out of _____ times.

1.37.4 Multiplies by fives.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 5, the student solves the problems _____ out of _____ times.

1.37.5 Multiplies by sixes.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 6, the student solves the problems _____ out of _____ times.

1.37.6 Multiplies by sevens.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 7, the student solves the problems _____ out of _____ times.

1.37.7 Multiplies by eights.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 8, the student solves the problems _____ out of _____ times.

1.37.8 Multiplies by nines.

CMS When presented with problems at random involving multiplying the numbers 0 to 10 by 9, the student solves the problems _____ out of _____ times.

1.37.9

1.37.10

1.38.0 Solves division problems.

1.38.1 Divides by twos.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 2 with _____ percent accuracy.

1.38.2 Divides by threes.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 3 with _____ percent accuracy.

1.38.3 Divides by fours.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 4 with _____ percent accuracy.

1.38.4 Divides by fives.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 5 with _____ percent accuracy.

1.35.5 Divides by sixes.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 6 with _____ percent accuracy.

1.38.6 Divides by sevens.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 7 with _____ percent accuracy.

1.38.7 Divides by eights.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 8 with _____ percent accuracy.

1.38.8 Divides by nines.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 9 with _____ percent accuracy.

1.38.9 Divides by tens.

CMS Given prior instruction and without using a math aid, the student divides an even or odd number by 10 with _____ percent accuracy.

1.38.10 Divides by a single digit number without remainders (27 ÷ 3).

CMS Given prior instruction and without using a math aid, the student divides by a single digit number without remainders, with _____ percent accuracy.

1.38.11 Divides by a single digit number with remainders (28 ÷ 3).

CMS Given prior instruction and without using a math aid, the student divides by a single digit number with remainders, with _____ percent accuracy.

1.38.12 Divides by two or more digit numbers without remainders (20 ÷ 10).

CMS Given prior instruction and without using a math aid, the student divides by two or more digit numbers without remainders, with _____ percent accuracy.

1.38.13 Divides by two or more digit numbers with remainders (21 ÷ 10).

CMS Given prior instruction and without using a math aid, the student divides by two or more digit numbers with remainders, with _____ percent accuracy.

1.38.14

1.38.15

Fractions

1.39.0 Identifies fractional parts.

1.39.1 Divides a whole into fractional parts.

CMS Given prior instruction and without using a math aid, the student divides a whole into fractional parts with _____ accuracy.

1.39.2 Interprets the functions of a numerator.

CMS Given prior instruction, the student can describe what the numerator of a fraction represents.

1.39.3 Interprets functions of a denominator.

CMS Given prior instruction, the student can describe what the denominator of a fraction represents.

1.39.4

1.39.5

1.40.0 Adds fractions.

1.40.1 Adds like fractions.

CMS Given prior instruction and without using a math aid, the student adds like fractions (1/2 + 1/2) with _____ percent accuracy.

1.40.2 Adds unlike fractions.

CMS Given prior instruction and without using a math aid, the student adds unlike fractions (1/4 + 1/2) with _____ percent accuracy.

1.40.3 Adds mixed numbers.

Given prior instruction and without using a math aid, the students adds mixed numbers (1/4 + 1-1/2) with _____ percent accuracy.

1.40.4

1.40.5

1.41.0 Subtracts fractions.

1.41.1 Subtracts like fractions.

CMS Given prior instruction and without using a math aid, the student subtracts like fractions (3/4 - 1/4) with _____ percent accuracy.

1.41.2 Subtracts unlike fractions.

CMS Given prior instruction and without using a math aid, the student subtracts unlike fractions (3/4 - 1/2) with _____ percent accuracy.

1.41.3 Subtracts mixed numbers.

CMS Given prior instruction and without using a math aid, the student subtracts mixed numbers (1-1/3 - 1/4) with _____ percent accuracy.

1.41.4

1.41.5

1.42.0 Multiplies fractions.

1.42.1 Multiplies like fractions.

CMS Given prior instruction and without using a math aid, the student multiplies like fractions (1/2 X 1/2) with _____ percent accuracy.

1.42.2 Multiplies unlike fractions.

CMS Given prior instruction and without using a math aid, the student multiplies unlike fractions (3/4 X 1/2) with _____ percent accuracy.

1.42.3 Multiplies mixed numbers.

CMS Given prior instruction and without using a math aid, the student multiplies mixed numbers (1-3/4 X 1/3) with _____ percent accuracy.

1.42.4

1.42.5

1.43.0 Divides fractions.

1.43.1 Divides like fractions.

CMS Given prior instruction and without using a math aid, the student divides like fractions (3/4 ÷ 2/4) with _____ percent accuracy.

1.43.2 Divides unlike fractions.

CMS Given prior instruction and without using a math aid, the student divides unlike fractions (3/4 ÷ 1/2) with _____ percent accuracy.

1.43.3 Divides mixed numbers.

CMS Given prior instruction and without using a math aid, the student divides mixed numbers (1-3/4 ÷ 1/3) with _____ percent accuracy.

1.43.4

1.43.5

1.44.0 Converts fractions.

1.44.1 Reduces fractions to lowest terms.

CMS Given prior instruction and without using a math aid, the student reduces a fraction to its lowest terms (2/4 = 1/2) with _____ percent accuracy.

1.44.2 Converts whole numbers to fractions.

CMS Given prior instruction and without using a math aid, the student converts whole numbers to fractions (2 = 8/4) with _____ percent accuracy.

1.44.3 Converts improper fractions to whole numbers.

CMS Given prior instruction and without using a math aid, the student converts improper fractions to whole numbers (9/3 = 3) with _____ percent accuracy.

1.44.4 Converts mixed numbers to improper fractions.

CMS Given prior instruction and without using a math aid, the student converts mixed numbers to improper fractions (1-1/4 = 5/4) with _____ percent accuracy.

1.44.5 Converts improper fractions to mixed numbers.

CMS Given prior instruction and without using a math aid, the student converts improper fractions to mixed numbers (7/3 = 2-1/3) with _____ percent accuracy.

1.44.6

1.44.7

Decimals

1.45.0 Solves decimal problems.

1.45.1 Recognizes decimal as part of a whole number.

CMS When asked to define decimals, the student describes a decimal as part of a whole number.

1.45.2 Adds decimals.

CMS Given 20 or more decimal problems involving addition, the student correctly solves _____ out of _____ problems.

1.45.3 Subtracts decimals.

CMS Given 20 or more problems involving subtraction of decimals, the student correctly solves _____ out of _____ problems.

1.45.4 Multiplies a whole number by a decimal.

CMS Given 20 or more problems involving multiplication of a whole number by a decimal, the student correctly solves _____ out of _____ problems.

1.45.5 Multiplies a decimal by a decimal.

CMS Given 20 or more problems involving multiplication of a decimal by a decimal, the student correctly solves _____ out of _____ problems.

1.45.6 Divide a decimal by a whole number.

CMS Given 20 or more problems involving division of decimals by whole numbers, the student correctly solves _____ out of _____ problems.

1.45.7 Divides a whole number by decimal.

CMS Given 20 or more problems involving division of whole numbers by decimals, the student correctly solves _____ out of _____ problems.

1.45.8 Divides a decimal by a decimal.

CMS Given 20 or more problems involving division of a decimal by a decimal, the student correctly solves _____ out of _____ problems.

1.45.9

1.45.10

Time

1.46.0 Tells time.

1.46.1 Tells time to the hour.

CMS When presented with 10 or more standard clock faces, some showing "o'clock," the student selects those faces showing "o'clock" and tells the correct time.

1.46.2 Tells time to the half hour.

CMS When presented with 10 or more standard clock faces, some showing the half hour, the student selects those faces showing the half hour and tells the correct time.

1.46.3 Tells time to the quarter hour.

CMS When presented with 10 or more standard clock faces, some showing the quarter hour, the student selects those faces showing the quarter hour and tells the correct time.

1.46.4 Tells time by five minutes.

CMS When presented with 10 or more standard clock faces, with each hand pointing directly at a number, the student tells the correct time (2:10, 3:25, 4:45).

1.46.5 Tells time to the minute.

CMS When presented with 10 or more standard clock faces with minute hands at various points, the student tells the time to the nearest minute.

1:46.6 Can add time.

CMS Given a stated time (1:15) and unit of time (20 minutes or :20), the student adds the unit to the time and tells the new time (1:15 + :20 = 1:35).

1.46.7

1.46.8

1.47.0 Writes time.

1.47.1 Writes time to the hour.

CMS When asked to write the time to a specific hour, the student writes the correct time (3:00, 3 o'clock).

1.47.2 Writes time to the half hour.

CMS When asked to write the time to a specific half hour, the student writes the correct time (3:30, half-past 3).

1.47.3 Writes time to the quarter hour.

CMS When asked to write the time to a specific quarter hour, the student writes the correct time (3:15, quarter after 3).

1.47.4 Writes time to the minute.

CMS When asked to write the time to a specific minute, the student writes the correct time (2:01, 2:36).

1.47.5

1.47.6

1.48.0 Interprets terms involving time.

1.48.1 Explains a.m., p.m.

CMS Given the opportunity to learn about and recognize the time symbols (a.m., p.m.), the student explains their meanings and employs them in an appropriate manner.

1.48.2 Explains yesterday, today, tomorrow.

CMS Given the opportunity to learn about different time periods (yesterday, today, tomorrow), the student explains their meanings and employs them in an appropriate manner.

1.48.3 Explains common time expressions.

CMS Given the opportunity to learn about different time expressions (half-past, 'til, before, after), the student explains their meanings and employs them in an appropriate manner.

1.48.4

1.48.5

1.49.0 Memorizes order of calendar.

1.49.1 Names days of week in sequence.

CMS When asked, the student names the days of the week in sequence, beginning with any day, _____ out of _____ times.

1.49.2 Names months of year in sequence.

CMS When asked, the student names the months of the year in sequence, beginning with any month, _____ out of _____ times.

1.49.3 Tells number of days in week.

CMS When asked, the student tells the number of days in a week _____ out of _____ times.

1.49.4 Tells number of days in month.

CMS When asked, the student tells the number of days in any given month without using a calendar (28, 29, 30, 31).

1.49.5 Tells number of weeks in month.

CMS When asked, the student tells the number of weeks in a month without using a calendar (4, 5).

1.49.6 Tells number of months in year.

CMS When asked, the student tells the number of months in a year _____ out of _____ times.

1.49.7

1.49.8

1.50.0 Reads calendar terms.

1.50.1 Reads days of week.

CMS When presented with the days of the week on the calendar or written in random order, the student verbally (orally, in writing) identifies them by name.

1.50.2 Reads months of year.

CMS When presented with the months of the year on the calendar or written in random order, the student verbally (orally, in writing) identifies them by name.

1.50.3 Reads number of school days in a particular week.

CMS Given a week containing a holiday or other nonschool day(s) and a calendar, the student verbally (orally or in writing) identifies the number of school days in that week.

1.50.4 Reads number of days in a particular month.

CMS Given a calendar of a particular month, the student reads the number of days in that month.

1.50.5 Reads number of weeks in a particular month.

CMS Given a calendar of a particular month, the student reads the number of weeks in that month.

1.50.6 Reads calendar to solve a problem.

CMS Given a calendar and a specific problem (determine day from date, date from day), the student reads the calendar to analyze and solve the problem.

1.50.7

1.50.8

1.51.0 Writes calendar terms.

1.51.1 Writes days of week in sequence.

CMS The student writes the names of days in sequence, beginning with any day, with _____ percent accuracy.

1.51.2 Writes months of year in sequence.

CMS The student writes the names of the months in sequence, beginning with any month, with _____ percent accuracy.

1.51.3 Writes number of school days in a particular week.

CMS Given a week containing a holiday or other nonschool day(s), and a calendar, the student writes the number of school days in that week (5, five; 4, four).

1.51.4 Writes number of days in a particular month.

CMS Given a calendar of a particular month, the student writes the number of days in that month (30, thirty).

1.51.5 Writes number of weeks in a particular month.

CMS Given a calendar of a particular month, the student writes the number of weeks in that month (5, five).

1.51.6 Writes complete date.

CMS The student writes the month, day, and year corresponding to a given date (January 3, 1981).

1.51.7 Writes word abbreviations for days.

CMS When presented with a list of the days of the week, the student writes their abbreviations (Mon. Tues., Wed.)

1.51.8 Writes abbreviations for months.

CMS When presented with a list of the 12 months, the student writes their abbreviations (Jan., Feb., Mar.)

1.51.9 Writes abbreviation for complete date.

CMS The student writes the date using numbers for months, day, and year (7/30/79).

1.51.10

1.51.11

Measurements

1.52.0 Identifies measurement terms.

1.52.1 Locates 1 inch, 1/2 inch, 1/4 inch, and 1/8 inch on ruler.

CMS Given a ruler, the students points to the 1 inch, 1/2 inch, 1/4 inch, and 1/8 inch marks _____ out of _____ times.

1.52.2 Locates 1 inch, 1 foot, 1 yard on yardstick.

CMS Given a yardstick, the student points to the 1 inch, 1 foot, and 1 yard marks _____ out of _____ times.

1.52.3 Identifies various measuring spoons.

CMS Given various sized measuring spoons (teaspoon, tablespoon), the student identifies the size of each spoon.

1.52.4 Identifies various measuring cups.

CMS Given various sized measuring cups (1/3 cup, 1 cup), the student identifies the size of each cup.

1.52.5 Identifies various-sized containers.

CMS Given various sized containers (pints, quarts, gallons), the student correctly identifies each one _____ out of _____ times.

1.52.6 Weighs pounds and ounces on a weight scale.

CMS Given a scale and instruction in its use, the student accurately weighs items _____ out of _____ times.

1.52.7 Identifies temperature on a thermometer.

CMS Given a thermometer, the student locates and states the correct temperature _____ out of _____ times.

1.52.8 Uses measuring tools.

CMS Given various measuring tools (ruler, yardstick, tape measure), the student measures items with _____ percent accuracy.

1.52.9

1.51.10

1.53.0 Equates different measurements.

1.53.1 Equates 12 inches to 1 foot.

CMS When asked, the student demonstrates that 12 inches is equal to 1 foot.

1.53.2 Equates 2 pints to a quart.

CMS When asked, the student demonstrates that 2 pints are equal to 1 quart.

1.53.3 Equates 16 ounces to 1 pound.

CMS When asked, the student demonstrates that 16 ounces are equal to 1 pound.

1.53.4 Equates 12 objects to 1 dozen.

CMS When asked, the student demonstrates that 12 objects are equal to 1 dozen.

1.53.5

1.53.6

Money

1.54.0 Identifies coins.

1.54.1 Matches similar coins.

CMS Given a mixed group of coins, the student matches similar coins _____ out of _____ times.

1.54.2 Finds designated coins in a group.

CMS Given a mixed group of coins, the student finds (points to, picks up) designated coins _____ out of _____ times.

1.54.3 Names coins.

CMS Given a mixed group of coins, the student names each coin _____ out of _____ times.

1.54.4

1.54.5

1.55.0 Identifies currency.

1.55.1 Matches similar currency.

CMS Given a specific denomination of currency ($5 bill) and asked to match it with like currency, the student matches the given currency with bills from an assortment of currency denominations.

1.55.2 Finds designated currency in a group.

CMS Given an assortment of currency denominations ($1, $5, $10, $20 bills), the student selects the designated currency _____ out of _____ times.

1.55.3 Names currency.

CMS Given an assortment of currency denominations ($1, $5, $10, $20 bills), the student names each currency _____ out of _____ times.

1.55.4

1.55.5

1.56.0 Counts money.

1.56.1 Counts coins.

CMS Given groups of assorted coins totaling different amounts, the student says/writes the total amounts _____ out of _____ times.

1.56.2 Counts currency.

CMS Given groups of assorted currencies totaling different amounts, the student says/writes the total amounts _____ out of _____ times.

1.56.3 Counts combinations of coins and currency.

CMS Given an assortment of coins and currencies in varying amounts, the student says/writes the total amount with _____ percent accuracy.

1.56.4

1.56.5

1.57.0 Compares relative value of money.

1.57.1 Identifies various combinations of coins for given amounts.

CMS Given a specific total, the student selects combinations of coins equaling that total (35 cents = 1 dime and 1 quarter, or 3 dimes and 1 nickel).

1.57.2 Identifies various combinations of currency for given amounts.

CMS Given a specific total, the student selects various combinations of currency equaling that total ($10 = 1 five-dollar bill and 5 one-dollar bills, or 10 one-dollar bills).

1.57.3 Identifies various combinations of coins and currency for given amounts.

CMS Given a specific total, the student selects the combination of coins and currency equaling that total ($5 = 4 one-dollar bills and 4 quarters, or 3 one-dollar bills and 4 fifty-cent pieces).

1.57.4

1.57.5

1.58.0 Figures money sufficient for purchasing

1.58.1 Provides coins to cover purchase.

CMS When making a purchase (actual, simulated), the student gives sufficient coins to cover the cost of the purchase _____ out of _____ times.

1.58.2 Counts change to equal purchase price.

CMS When making a purchase (actual, simulated), the student counts coin to equal the purchase price.

1.58.3 Provides currency to cover purchase.

CMS When making a purchase (actual, simulated), the student gives sufficient currency to cover the cost of the purchase.

1.58.4 Counts currency to equal purchase price.

CMS When making a purchase (actual, simulated), the student counts currency to equal the purchase price.

1.58.5 Provides coins and currency to cover purchase.

CMS When making a purchase (actual, simulated), the student gives sufficient coins and currency to cover the cost of the purchase _____ out of _____ times.

1.58.6 Counts coins and currency to equal purchase price.

CMS When making a purchase (actual, simulated), the student counts coins and currency to equal the purchase price.

1.58.7 States correct change from a purchase (coins, currency, combination).

CMS Following a purchase (actual, simulated), the student states the correct change _____ out of _____ times.

1.58.8

1.58.9

AREA 2.0.0
PERSONAL AND SOCIAL AWARENESS

Definition

Personal and Social Awareness refers to understanding and accepting oneself and getting along with others. Emphasis is placed on behavior which improves interaction with family, friends, neighbors, and community members. Goals for personal and social awareness focus on the development of personal skills in these areas.

Rationale for Instruction

The key to effective social adjustment is learning to understand oneself and how to get along with others, and skills in the area of personal and social awareness are essential. The school helps the student to understand personal behavior, develop a social outlook, and achieve social skills which enable the student to interact effectively with others. Too, since attitude affects one's performance, it is important that the school help the student gain self-respect, as well as an understanding and respect for others.

Measurement Model

This teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 2 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

2.1.0 PERSONAL AND SOCIAL AWARENESS

Dependency

2.10.0 Asks reliable sources for assistance and direction.

2.10.4 Identifies appropriate community agencies to ask for assistance and direction.

CMS Given a problem or situation, the student states which community agencies will be able to give direction and/or assistance to solve the problem.

Extended measurement statements:

Elementary Level	When presented with situations which call for emergency first aid, the student identifies an appropriate community agency to ask for assistance.
Secondary Level	When presented with the district-developed list of community agencies, the student states at least two services available from each agency.

AREA 2.0.0
PERSONAL AND SOCIAL AWARENESS

Self

2.1.0 Provides personal information orally.

2.1.1 States full name.

CMS The student recites full name from memory.

2.1.2 States telephone number.

CMS The student recites telephone number from memory.

2.1.3 States home address.

CMS The student recites home address from memory.

2.1.4 States parent's/guardian's name.

CMS The student recites from memory the full name of parent or parent figure with whom the student lives (figure could be foster parent, grandparent, aunt, step parent, guardian).

2.1.5 States parent's/guardian's occupation and place of employment.

CMS The student recites from memory the occupation and place of employment of parent or parent figure with whom the student lives (figure could be foster parent, grandparent, aunt, step parent, guardian).

2.1.6 States name of school personnel.

CMS The student recites from memory the name of at least one school personnel figure (teacher, principal).

2.1.7 States name of employer/supervisor.

CMS The student recites from memory the name of employer/supervisor.

2.1.8 States address and phone number of place of employment.

CMS The student recites from memory the address and phone number of place of employment.

2.1.9 States personal birth data.

CMS The student recites from memory personal birth data (date, place, sex).

2.1.10 States current personal data.

CMS Given three or more specific questions, the student responds from memory with current personal data (age, year in school, home room number, counselor).

2.1.11 States personal references.

CMS The student recites from memory the names of at least two personal references.

2.1.12 States types of work performed on job.

CMS Given a job, when questioned the student recites from memory at least two tasks which the job requires the student to perform.

2.1.13

2.1.14

2.2.0 Provides personal information in writing.

2.2.1 Writes full name.

CMS The student writes (cursive, manuscript) full name from memory.

2.2.2 Writes telephone number.

CMS The student writes home telephone number from memory.

2.2.3 Writes home address.

CMS The student writes home address (street or box, city, state, and zip) from memory.

2.2.4 Writes parent's/guardian's name.

CMS The student writes the name of parent or parent figure with whom the student lives (foster parent, grandparent, aunt, step parent, guardian) from memory.

2.2.5 Writes name and address of school.

CMS The student writes the name of school and the school address, either from memory or using a reference.

2.2.6 Writes name of employer.

CMS Given an employer, the student writes the name of employer from memory.

2.2.7 Writes address and phone number of place of employment.

CMS Given a place of employment, the student writes the address and phone number of place of employment, either from memory or using a reference.

2.2.8 Writes birth data.

CMS The student writes birth data (date, city, county, state, country, sex) from memory.

2.2.9 Writes Social Security number.

CMS Given a Social Security number, the student writes the number from memory.

2.2.10 Writes personal references.

CMS Given references, the student writes the name, address, and telephone number of two or more personal references, either from memory or using a reference.

2.2.11

2.2.12

2.3.0 Demonstrates ability to make decisions.

2.3.1 Makes simple decisions at teacher's suggestion.

CMS Given a situation that requires a simple decision and given teacher encouragement, the student expresses a decision verbally or nonverbally.

2.3.2 Makes simple decisions independently.

CMS Given a situation that requires a simple decision, the student works independently, and communicates a decision verbally or nonverbally.

2.3.3 Identifies a situation requiring a decision.

CMS Given various types of situations (simple occurrence, sequence of events, and decision need), the student identifies those situations in which decisions need to be made, _____ percent of the time.

2.3.4 Describes steps in making a decision.

CMS Given a situation that requires a decision, the student verbally or nonverbally communicates at least two steps involved in the process (isolating the problem, identifying possible solutions, checking reliability of information or sources).

2.3.5 Identifies options available in making a decision.

CMS Presented with a specific decision, the student verbally or nonverbally communicates two or more options available.

2.3.6 Describes possible consequences of a decision.

CMS Presented with a specific decision, the student verbally or nonverbally communicates two or more possible consequences.

2.3.7 Selects options which best meet own needs.

CMS Presented with a decision and possible options, the student selects that option which best meets the student's own needs, _____ percent of the time.

2.3.8 Seeks guidance previous to making certain decisions.

CMS Given a situation that requires a decision and given access to guidance, the student voluntarily requests guidance prior to making a decision.

2.3.9 Makes complex decisions.

CMS Given a specific complex problem, the student makes a decision as complex as is needed for the solution to the problem.

2.3.10 Follows through on commitments involved in a decision.

CMS After making a decision, the student follows through on commitments resulting from the decision.

2.3.11 Evaluates results of personal decisions.

CMS Upon request, the student illustrates verbally or nonverbally an ability to evaluate the results of personal decisions, to the teacher's satisfaction.

2.3.12

2.3.13

2.4.0 Uses evaluation of others to improve own performance.

2.4.1 Identifies type of evaluation received.

CMS When being evaluated by another in terms of academic or social performance, the student identifies whether the evaluation is favorable or unfavorable.

2.4.2 Describes reasons for receiving a particular type of evaluation.

CMS When asked, the student describes (states, outlines, writes) reasons for having received a particular evaluation in academic or social performance, in order to understand (improve, maintain) that performance.

2.4.3 Utilizes positive evaluation to maintain or improve performance.

CMS When presented with a positive academic or social evaluation for performance of an assigned task, the student voluntarily uses the evaluation to maintain or augment that level of performance.

2.4.4 Uses negative evaluation to improve performance.

CMS Having received a negative performance evaluation, the student makes the adjustments necessary to improve the performance in question.

2.4.5 Compares and contrasts positive and negative performance evaluations.

CMS Presented with a number of positive and negative evaluations (in a contrived or actual situation), the student identifies those which are positive and those which are negative and communicates the differences.

2.4.6

2.4.7

2.5.0 Shows growth in independence by setting own goals and organizing ways of achieving them.

2.5.1 Develops own goals.

CMS When presented alternatives relative to the future, the student voluntarily establishes goals and communicates them to an appropriate individual (parent, teacher, counselor).

2.5.2 Identifies short-term and long-term goals.

CMS When provided with a series of goals related to a larger academic or social goal (cancer exploration), the student separates short-term goals from long-term goals.

2.5.3 Identifies method for achieving personal goals.

CMS Given a goal that the student has developed, the student verbally or nonverbally lists a sequence of steps or sub-goals which will achieve the larger goal.

2.5.4 Works toward achieving personal goals.

CMS After establishing a set of personal goals, the student voluntarily works toward (creates, plans, organizes, assembles) an observable plan to achieve such goals. (If the student wishes to improve reading skills, checking out five books from the library during the first semester and/or using a checklist to show growth would indicate a plan.)

2.5.5 Achieves personal goals.

CMS Having selected several personal goals (improving dress, spoken language, peer relations, relations with adults), the student achieves such goals according to criteria which the student voluntarily has identified and communicated to the appropriate teacher or counselor.

2.5.6 Evaluates goal achievement.

CMS Having achieved a specific personal goal (grooming, reading, peer relations, adult relations, career choice), the student voluntarily evaluates personal adequacy in achieving the goal, in discussion with the teacher or counselor.

2.5.7 Shows ability to reexamine own goals.

CMS Having a clearly established set of personal goals, the student indicates that these goals have been reexamined by listing any new developments (either in oral or written form) which would apply (increased self-knowledge, change of situation), and then makes any necessary changes in the original goals.

2.5.8

2.5.9

2.6.0 Considers needs of others.

2.6.1 Is punctual.

CMS Given the responsibility to be punctual in a business or social setting, the student arrives on time.

2.6.2 Is patient.

CMS Given a trying situation involving another person, the student does not make demands of the other person beyond that person's ability to perform at the time.

2.6.3 Is cooperative.

CMS Given a task that requires shared responsibilities, the student demonstrates an ability to cooperate by participating in the task without creating conflict, on at least five occasions.

2.6.4 Settles differences in a friendly manner.

CMS Given a situation in which the student is involved in possible conflict with another, the student reaches a settlement while maintaining an agreeable relationship.

2.6.5 Shares with others.

CMS Given possessions or situations over which the student has principal control, the student allows others the opportunity to use or benefit from such a position on at least five occasions.

2.6.6 Makes constructive criticism.

CMS When offering criticism of another, the student directs criticism in a constructive manner on at least five different occasions.

2.6.7 Accepts individual differences.

CMS When faced with differences in others, the student demonstrates acceptance of those differences through the development and/or continuation of a relationship with that person, regardless of those differences.

2.6.8 Shows concern for the welfare of others.

CMS Given the awareness of others' needs, the student shows concern by allowing those needs to have a modifying effect on the student's behavior on at least five occasions.

2.6.9 Minds own business.

CMS Given a variety of developments which do not concern the student, the student makes that distinction and abstains from becoming involved.

2.6.10

2.6.11

2.7.0 Practices common courtesies.

2.7.1 Addresses classmates by name.

CMS In any given situation, the student exhibits the common courtesy of addressing classmates by their names.

2.7.2 Uses proper titles for adults in formal and informal situations.

CMS Given a situation that requires the student to address an adult, the student uses a commonly accepted title for the given adult and the situation (Mr., Mrs., Sir).

2.7.3 Uses "please" and "thank you."

CMS Presented with the appropriate situation, the student responds verbally with the words "please" and "thank you."

2.7.4 Uses proper greetings.

CMS Presented with the appropriate situation, the student responds with the proper greeting ("Good morning.")

2.7.5 Takes turns in group situations.

CMS While in a group setting, the student takes turns in an appropriate manner.

2.7.6 Recognizes having created an embarrassing situation.

CMS Given an embarrassing event for which the student was responsible, the student voluntarily makes amends to the appropriate person through written or oral expression.

2.7.7

2.7.8

Family

2.8.0 Indicates an awareness of family roles.

2.8.1 Identifies responsibilities which may be assumed by various family members.

CMS Given the task, the student verbally or nonverbally sorts out family responsibilities into appropriate groupings.

2.8.2 Describes own responsibilities in the family.

CMS Given the task, the student verbally or nonverbally describes personal family responsibilities.

2.8.3 Follows through with own responsibilities in the home.

CMS When observed, the student voluntarily follows through on home responsibilities, to parental satisfaction.

2.8.4 Explains importance of each family member's contribution to the home.

CMS Given the task, the student verbally or nonverbally explains the importance of each family member's contribution to the home.

2.8.5 Describes how roles change in the family.

CMS Given the task, the student gives two or more examples (actual or hypothetical) of role change in the family.

2.8.6 Explains how individual decisions affect the total family.

CMS Given an actual or hypothetical situation requiring a decision, the student verbally or nonverbally communicates how such a decision might affect the total family.

2.8.7 Explains how the democratic process could be used for decision making within the family.

CMS When asked to explain how the democratic process could be used for decision making within the family, the student's explanation includes the following points: a) each person's views are heard; b) each view is discussed; c) the final decision is a group decision; d) the group abides by the decision of the majority.

2.8.8 Explains importance of respecting individual privacy.

CMS Given the task, the student verbally or nonverbally communicates at least two reasons for respecting individual privacy.

2.8.9 States reasons for respecting property of family members.

CMS Given the task, the student verbally or nonverbally communicates two or more reasons for respecting property of family members.

2.8.10

2.8.11

Authority

2.9.0 Is informed about and interested in complying with laws.

2.9.1 Gives reasons for establishing classroom rules.

CMS When asked, the student provides orally or in writing the correct reasons for establishing rules for the classroom.

2.9.2 Identifies classroom and school rules.

CMS Given a list of rules that includes classroom and school rules, the student identifies those rules which pertain to the classroom and those which pertain to the school.

2.9.3 Follows classroom and school rules.

CMS After instruction on following classroom and school rules, the student demonstrates an ability to comply with authority by following classroom and school rules.

2.9.4 Gives reasons for existence of laws.

CMS When presented with a list of general statements about laws, which contain rationales for the development of such laws, the student selects those statements which are accepted rationales.

2.9.5 Identifies rules and laws of the community.

CMS Given a variety of rules and laws, the student identifies, either orally or in writing, those rules and laws pertaining to the community.

2.9.6 Follows rules and laws of the community.

CMS When observed, the student follows the rules and laws of the community.

2.9.7 Identifies national laws.

CMS Given a variety of local, state, and national laws, the student demonstrates an ability to identify the national laws.

2.9.8 Identifies laws governing ownership of property.

CMS Given a true-false list of statements concerning laws governing property rights, the student marks them appropriately.

2.9.9 Identifies motor vehicle laws.

CMS Given a list of laws, the student identifies those laws governing motor vehicles, with _____ percent accuracy.

2.9.10 Identifies laws governing contracts.

CMS Given a variety of laws, the student identifies those laws governing contracts.

2.9.11 Identifies laws governing marriage.

CMS When presented with a number of laws, the student identifies those laws which relate to marriage.

2.9.12

2.9.13

Dependency

2.10.0 Asks reliable sources for direction or assistance.

2.10.1 Develops an appropriate routine for asking for direction or assistance.

CMS Given the task of obtaining specific information from another person, the student obtains the needed information.

2.10.2 Identifies appropriate friends and relatives for direction or assistance.

CMS Given a specific situation requiring identification of appropriate friends or relatives to ask for direction or assistance, the student identifies those who would be most appropriate.

2.10.3 Identifies appropriate school personnel for direction or assistance.

CMS Given a specific school situation, the student identifies appropriate school personnel who could provide direction or assistance.

2.10.4 Identifies appropriate community agencies to ask for direction or assistance.

CMS Given a problem or situation, the student states which community agencies will be able to give direction or assistance to solve the problem.

2.10.5 Identifies appropriate state and federal agencies to ask for direction or assistance.

CMS Given a number of tasks requiring direction or assistance from a state or federal agency, the student identifies the appropriate agency for each task.

2.10.6

2.10.7

2.11.0 Describes a course of action if lost.

2.11.1 States the steps to take if lost at school.

CMS When asked, the student describes the steps to follow when lost at school.

2.11.2 States the steps to take if lost in the community.

CMS Given a situation of being lost in the community, the student describes the steps to follow in order to regain a desired location.

2.11.3 States the steps to take if lost in the out-of-doors.

CMS Upon request, the student describes the steps to follow if lost in the out-of-doors.

2.11.4

2.11.5

General Knowledge

2.12.0 Gives evidence of being aware of current events.

2.12.1 Relates appropriate family activities.

CMS Given a number of activities, the student relates which activities would be appropriate for family participation.

2.12.2 Identifies community events.

CMS On at least three occasions, the student verbally or nonverbally communicates at least two events happening in the community.

2.12.3 Reports on and discusses state and national events.

CMS After acquiring specific information concerning state and national events, the student reports on and discusses these events to the satisfaction of the teacher.

2.12.4

2.12.5

2.13.0 Indicates a knowledge of the contribution of famous Americans.

2.13.1 States the names and contributions of famous Americans in politics.

CMS Upon completion of a course of study, the student states the names and contributions of at least four famous Americans in politics.

2.13.2 Describes the contribution of famous American scientists.

CMS Given a list of ten or more famous scientists, the student explains orally or in writing the contribution each made to the United States.

2.13.3 States the contribution to America by famous explorers.

CMS Given a list of famous explorers, the student tells for what each is best known.

2.13.4 States the contribution made to the United States by famous business and labor leaders.

CMS Given a list of ten or more famous business and labor leaders, the student briefly describes the contribution of each.

2.13.5 States the contribution to the United States made by famous medical scientists.

CMS Given a minimum of ten famous medical scientists, the student briefly describes the contribution of each.

2.13.6

2.13.7

2.14.0 Gives evidence of being aware of United States traditions, customs, values.

2.14.1 Recites the "Pledge of Allegiance."

CMS On request, the student recites the "Pledge of Allegiance."

2.14.2 Sings the national anthem.

CMS Given a knowledge of the words and melody, the student sings the national anthem (solo, with a group, etc.)

2.14.3 Names national holidays and their purposes.

CMS When asked, the student names national holidays and briefly states the purpose of each, with _____ percent accuracy.

2.14.4 Describes the importance of the individual's role in a democratic society.

CMS Given the task, the student lists three or more ways in which the individual plays an important role in a democratic society.

2.14.5 Describes the contribution of various nationalities and minority groups to the United States.

CMS Presented with a list of various nationalities and minority groups in the United States, the student describes how each has contributed to the country.

2.14.6 Indicates a knowledge of the Constitution of the United States.

CMS After a course of study on the Constitution of the United States, the student identifies major elements contained in it through a true-false test, with _____ percent accuracy.

2.14.7 Relates the Bill of Rights to present day living.

CMS Given the task, the student communicates orally or in writing three or more ways in which the Bill of Rights relates to present day living.

2.14.8

2.14.9

2.15.0 Indicates a knowledge of the cultures and governments of other countries.

2.15.1 Identifies the similarities and differences in housing.

CMS Given a list of countries, the student compares and contrasts the types of housing found in each country.

2.15.2 Identifies the similarities and differences in dress.

CMS Given a list of countries, the student compares and contrasts modes of dress in each country.

2.15.3 Identifies the similarities and differences in language.

CMS After studying about major world languages, the student compares and contrasts languages of various countries.

2.15.4 Identifies the similarities and differences in transportation.

CMS Having studied transportation in the United States and in other countries, the student communicates orally or in writing three or more similarities and/or differences in transportation.

2.15.5 Identifies the similarities and differences in industry.

CMS Having studied the industries of the United States and of other countries, the student communicates orally or in writing, three or more similarities and/or differences in industries.

2.15.6 Identifies the similarities and differences in government.

CMS Having studied the governments of the United States and of other countries, the student states/writes _____ similarities and differences in government.

2.15.7

2.15.8

2.16.0 Gives evidence of recognizing the basic structure of our government.

2.16.1 Identifies role of local government.

CMS Having studied the role of local government in the state, the student states/writes _____ principles/functions of local government.

2.16.2 Identifies role of state government.

CMS Having studied the role of state government in the United States, the student states/writes _____ principles/functions of state government.

2.16.3 Identifies role of federal government.

CMS Having studied the role of federal government in the United States, the student states/writes _____ principles/functions of federal government.

2.16.4 Describes the main services performed by each level of government (local, state, federal).

CMS Having studied the main services performed by each level of government, the student states/writes _____ main services for each level.

2.16.5 Identifies the names of major officials in federal government.

CMS Having studied the names of the major officials in the federal government, the student states/writes _____ out of _____ names.

2.16.6 Identifies the names of major officials in state government.

CMS Having studied the names of major officials in state government, the student states/writes _____ out of _____ names.

2.16.7 Identifies the names of major officials in local government.

CMS Having studied the names of major officials in local government, the student states/writes _____ out of _____ names.

2.16.8 Names the three branches of government and their responsibilities.

CMS Having studied the three branches of government and their responsibilities, the student names the branches and responsibilities with _____ percent accuracy.

2.16.9

2.16.10

2.17.0 Identifies basic principles of our government.

2.17.1 Explains the meaning of "the will of the majority."

CMS Having studied majority rule, the student lists/discusses/dramatizes _____ concepts which were studied.

2.17.2 Explains the meaning of minority rights.

CMS Having studied the rights of minorities, the student lists/discusses/dramatizes _____ concepts which were studied.

2.17.3 Explains the concepts of representation.

CMS Having studied the concepts of representation, the student identifies _____ percent of the concepts studied.

2.17.4 Explains the roles and responsibilities of political parties.

CMS Having studied the roles and responsibilities of political parties, the student discusses or writes _____ out of _____ of these roles and responsibilities.

2.17.5

2.17.6

2.18.0 Demonstrates a knowledge of voting requirements.

2.18.1 Describes voter registration.

CMS Given the opportunity to have obtained the knowledge, the student describes voter registration by listing _____ sequential steps.

2.18.2 Distinguishes among types of elections and when they are held.

CMS Given the task, the student lists _____ types of elections and when they are held.

2.18.3 Describes voting procedures.

CMS Given the opportunity to have observed, participated in, or studied voting procedures, the student descibes voting procedures (school, community, state, national) to the satisfaction of the teacher.

2.18.4 Identifies ways for becoming informed about candidates and political issues.

CMS Given the opportunity, the student identifies _____ means for becoming informed about candidates and political issues.

2.18.5

2.18.6

AREA 3.0.0
LIVING IN THE ENVIRONMENT

Definition

Living in the Environment addresses daily living skills a student needs in order to manage affairs at home, in school, and in the community. Goals for living in the environment focus on the attainment of practical skills in such areas as cooking, budgeting, and travel.

Rationale for Instruction

An individual must develop various skills required to perform normal activities on a day-to-day basis in order to live independently. Too, since the school is concerned with helping the student achieve skills in all areas of learning, curriculum needs to stress goals which are related to "total" living. For the student with a learning disability, more extensive education may be needed in areas of personal development, and the home environment serves an important function in this area. It follows that the most meaningful program will be one in which the parent and teacher cooperate toward achieving similar goals.

Measurement Model

This teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 3 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

3.0.0 LIVING IN THE ENVIRONMENT

Food

3.10.0 Demonstrates ability to prepare meals.

3.10.4 Prepares lunch.

CMS Given the facilities, ingredients and recipes, the student prepares a lunch satisfactorily as judged by the teacher.

Extended measurement statements:

Elementary Level	Given the facilities, ingredients and recipes, the student prepares lunch consisting of a can of tomato soup, a peanut butter sandwich, fresh fruit, and milk.
Secondary Level	Given the facilities, ingredients and recipes, the student prepares a lunch consisting of a package of macaroni and cheese, tossed green salad, coffee, and cake from a recipe.

AREA 3.0.0
LIVING IN THE ENVIRONMENT

Animals

3.1.0 Cares for a pet.

3.1.1 Maintains housing for a pet.

CMS Having learned about pets and their needs (habitat, cleanliness), and given the task, the student maintains proper housing for a pet.

3.1.2 Feeds pet daily.

CMS Given a pet and the task of feeding it daily, the student supplies the food required for the pet.

3.1.3 Arranges pet's living area.

CMS Given the knowledge of a specific pet's environment and the task of arranging it, the student arranges the living area as required for the pet (proper light, air, temperature). (Note: The teacher records the pets studied in the student guide.)

3.1.4 Identifies special needs of pet.

CMS Given a knowledge of the health needs of a pet (innoculations, pest control), the student identifies _____ percent of those needs when asked.

3.1.5 Plays with pet.

CMS Given training, a pet, and the task, the student plays with the pet in an appropriate manner.

3.1.6 Trains pet.

CMS Given a pet and knowledge of how the pet learns, the student teaches it at least one behavior.

3.1.7 Baths and grooms a pet.

CMS Given knowledge of pet care, supplies and equipment, the student bathes and grooms a pet in a satisfactory manner.

3.1.8

3.1.9

3.2.0 Observes animals.

3.2.1 Identifies wild animals.

CMS Having learned about wild animals (trip to zoo, pictures), the student identifies at least ______ percent of the animals presented.

3.2.2 Identifies domestic animals.

CMS Having learned about domestic pets (trip to farm, pictures), the student identifies at least ______ percent of the animals presented.

3.2.3 Identifies common pets.

CMS Having learned about common pets (show and tell, pictures), the student identifies at least ______ percent of the pets presented.

3.2.4 Identifies growth process in animals.

CMS Having learned about the growth process in animals (rate of growth, natural maturation), the student describes this process.

3.2.5

3.2.6

Plants

3.3.0 Observes and grows plants.

3.3.1 Identifies familiar plants.

CMS Having studied familiar (common) plants, the student identifies ______ percent of those plants.

3.3.2 Identifies essential elements for plant growth.

CMS Given the knowledge, the student identifies the elements essential for plant growth (light, water, food).

3.3.3 Grows own plant.

CMS Given a plant and correct supplies, the student grows a healthy plant.

3.3.4 Grows a garden.

CMS Given the knowledge, and the correct supplies, the student grows a garden (vegetable, flower; indoor or outdoor).

3.3.5

3.3.6

Weather

3.4.0 Observes and uses weather information.

3.4.1 Describes types of weather.

CMS Given the opportunity to obtain the knowledge, the student describes various types of weather.

3.4.2 Identifies present weather conditions.

CMS Having had the opportunity to observe current weather conditions, the student describes conditions.

3.4.3 Reads weather report in newspaper.

CMS Given a newspaper, the student reads and understands the information contained in the weather report.

3.4.4 Describes weather reported on televsion.

CMS Having had the opportunity to observe and listen to the weather report on television, the student describes the report.

3.4.5 Reads a thermometer.

CMS Given a thermometer, and practice, the student reads the thermometer accurately ______ percent of the time.

3.4.6 Reads a barometer.

CMS Given a barometer, and practice, the student reads the barometer accuractely ______ percent of the time.

3.4.7 Describes the weather associated with the four seasons.

CMS Given the knowledge (pictures, personal experience, stories), the student describes seasonal weather.

3.4.8

3.4.9

Natural Resources

3.5.0 Observes natural resources.

3.5.1 Identifies natural resources.

CMS Having had instruction in the area of natural resources (forests, water, minerals), the student identifies ______ percent of such resources.

3.5.2 Describes the utilization of natural resources.

CMS Given the knowledge, the student describes, orally or in writing, the utilization of natural resources.

3.5.3 Describes seasonal factors which affect natural resources.

CMS Given knowledge about the effects of seasonal factors on natural resources (flooding, drought), the student describes ______ percent of those factors studied.

3.5.4 Describes types of human behavior which help contribute to the supply of natural resources.

CMS The student describes, orally or in writing, three or more types of human behavior which contribute to the supply of natural resources (methods of forestation, fire controls).

3.5.5 Describes types of human behavior which can be harmful to natural resources.

CMS The student describes, orally or in writing, three or more types of human behavior which can be harmful to natural resources (littering, forest fires, water pollution).

3.5.6

3.5.7

3.6.0 Practices conservation of natural resources.

3.6.1 Explains conservation.

CMS Given the knowledge, the student explains the meaning of the term "conservation."

3.6.2 Describes conservation needs at home and school.

CMS Given the opportunity to learn about and observe conservation needs at home and school (lights, water), the student describes these needs.

3.6.3 Describes personal conservation efforts at home and at school.

CMS Given instruction in the different types of conservation practices and the opportunity to utilize these practices, the student relates personal efforts made at home and at school.

3.6.4 Describes conservation needs in the community and the state.

CMS Given instruction regarding specific conservation needs in the community and the state, the student satisfactorily describes ______ percent of these needs.

3.6.5 States own conservation efforts in community and state.

CMS Having learned about conservation in the community and around the state, the student describes personal efforts in this area (saving water, electricity).

3.6.6 Explains conservation laws.

CMS Having learned about conservation laws, the student gives at least three examples of these laws (Oregon bottle law, hunting regulations, forest conservation, etc.)

3.6.7

3.6.8

Food

3.7.0 Demonstrates a knowledge of foods.

3.7.1 Identifies common vegetables.

CMS Presented with an assortment of common vegetables, the student identifies ______ percent of the vegetables.

3.7.2 Identifies common fruit.

CMS Presented with an assortment of common fruit, the student identifies ______ percent of the fruit.

3.7.3 Identifies common dairy products.

CMS Presented with an assortment of common dairy products, the student identifies ______ percent of the dairy products.

3.7.4 Identifies common meats and fish.

CMS Presented with an assortment of common meats and fish (beef, pork, lamb, trout, salmon), the student identifies ______ percent of the meats and fish.

3.7.5 Identifies common breads and cereals.

CMS Given instruction (materials or pictures), the student identifies ______ out of ______ common bread and cereals (white bread, whole wheat bread, oats).

3.7.6 Identifies foods eaten at certain meals.

CMS Given instruction, groceries or pictures of foods, the student identifies the foods most commonly eaten at each meal (cereal/breakfast, salad/lunch).

3.7.7 Identifies economical food purchases.

CMS Given instruction and practice with economical foods, the student identifies ______ percent of the foods presented (fruits and vegetables in season, cheaper cuts of meat).

3.7.8

3.7.9

3.8.0 Demonstrates basic food preparation skills.

3.8.1 Opens and closes containers.

CMS Given instruction and a variety of containers (milk carton, fruit jar, cottage cheese carton), the student correctly opens and closes ______ percent of the containers.

3.8.2 Measures with spoons: tsp., tbsp.

CMS Given instruction in measuring, and measuring spoons, the student correctly measures with the spoons ______ percent of the time.

3.8.3 Measures with measuring cups.

CMS Given instruction in measuring, and measuring cups, the student correctly measures with the cups ______ percent of the time.

3.8.4 Cuts with knife: slices, peels.

CMS Given proper instruction, a knife, and something to slice or peel (tomato, apple), the student demonstrates an ability to cut with the knife in a safe manner.

3.8.5 Spreads.

CMS Given instruction, utensils and food items, the student demonstrates an ability to spread foods (butter, frosting).

3.8.6 Mashes.

CMS Given instruction, utensils and food items, the student demonstrates an ability to mash foods (potatoes, squash).

3.8.7 Grates.

CMS Given instruction, utensils and food items, the student demonstrates an ability to grate foods (cheese, cabbage).

3.8.8 Sifts.

CMS Given instruction, utensils and food items, the student demonstrates an ability to sift foods (flour, powdered sugar).

3.8.9 Mixes.

CMS Given instruction, utensils and food items, the student demonstrates an ability to mix foods (egg salad, tuna fish, salad dressing).

3.8.10 Blends.

CMS Given instruction, utensils and food items, the student demonstrates an ability to blend foods (milk and eggs, flour and water).

3.8.11 Folds.

CMS Given instruction, utensils and food items, the student demonstrates an ability to fold ingredients into other ingredients (eggs into batter, butter into sugar).

3.8.12

3.8.13

3.9.0 Employs kitchen appliances.

3.9.1 Operates hand can opener.

CMS Given instruction, a hand can opener and cans, the student safely opens _____ percent of the cans presented.

3.9.2 Operates automatic can opener.

CMS Given instruction, an automatic can opener and cans of different sizes, the student safely opens _____ percent of the cans presented.

3.9.3 Operates stove burner.

CMS Given instruction and a stove (electric, gas), the student operates the appliance safely and correctly according to designated burner and temperature.

3.9.4 Operates stove oven.

CMS Given instruction and a stove (electric, gas), the student operates the oven safely and correctly according to designated use (bake, broil) and temperature.

3.9.5 Operates hand beater.

CMS Given instruction, a hand beater and food items, the student safely uses the hand beater and beats the food items to the proper consistency.

3.9.6 Operates automatic mixer.

CMS Given instruction, an automatic mixer and food items requiring beating (batter, eggs), the student safely operates the automatic mixer and mixes the food items for the required number of minutes and to the proper consistency.

3.9.7 Operates electric frying pan.

CMS Given instruction and an electric frying pan, the student turns the electric frying pan to the desired setting and then turns it off.

3.9.8 Operates waffle iron.

CMS Given instruction and a waffle iron, the student turns the waffle iron to the desired setting and then turns it off.

3.9.9 Operates toaster.

CMS Given instructions and a toaster, the student operates the toaster and regulates the setting.

3.9.10 Operates refrigerator controls.

CMS Given instruction and a refrigerator, the student sets the controls to the specified temperature.

3.9.11 Operates automatic coffee pot.

CMS Given instruction and an automatic coffee pot, the student demonstrates the proper operation of the coffee pot.

3.9.12 Operates electric grill.

CMS Given an electric grill, instruction and practice, the student operates the electric grill by setting it to the specified temperature and turning it off.

3.9.13

3.9.14

3.10.0 Demonstrates ability to prepare meals.

3.10.1 Selects an appropriate simple recipe.

CMS Given instruction, the desired meal (breakfast, lunch, dinner) and a number of persons to be served, the student selects an appropriate recipe _____ out of _____ times.

3.10.2 Follows a simple recipe.

CMS Given the facilities, ingredients and recipes, the student demonstrates the ability to follow simple recipes to completion.

3.10.3 Prepares breakfast.

CMS Given the facilities, ingredients and recipes, the student prepares breakfast satisfactorily as judged by the teacher.

3.10.4 Prepares lunch.

CMS Given the facilities, ingredients and recipes, the student prepares a lunch satisfactorily as judged by the teacher.

3.10.5 Prepares dinner.

CMS Given the facilities, ingredients and recipes, the student prepares dinner satisfactorily as judged by the teacher.

3.10.6 Prepares snacks.

CMS Given the facilities, ingredients and recipes, the student prepares a snack satisfactorily as judged by the teacher.

3.10.7 Practices sanitation.

CMS Following instruction and given the task of preparing food, the student follows sanitation practices (washes hands, wears apron).

3.10.8 Sets table correctly.

CMS Given a menu and the necessary table service, the student sets the table with appropriate service and placement.

3.10.9 Serves meals correctly.

CMS Given the prepared food, the student serves a meal by placing the food in the correct location and serving the food in the correct sequence.

3.10.10 Cleans up after meals.

CMS Given a kitchen in which a meal has been prepared and an eating area that has been used, the student restores both areas to the same standard of cleanliness in use before the meal preparation.

3.10.11 Covers food correctly.

CMS Given the task of covering food, the student chooses the appropriate covering and applies it correctly.

3.10.12 Stores food properly in refrigerator.

CMS Given the task, the student properly stores food in a refrigerator (butter in butter drawer, meat in meat drawer).

3.10.13 Stores food in a cupboard.

CMS Given food in containers which do not require refrigeration, the student sorts and places food in a cupboard.

3.10.14

3.10.15

3.11.0 Demonstrates proper mealtime habits.

3.11.1 Uses utensils correctly.

CMS Given the training, setting and utensils (knife, fork), the student demonstrates the correct usage of each utensil.

3.11.2 Chews food properly.

CMS Given instruction on proper chewing and food, the student demonstrates how to chew food properly (small bites, mouth closed).

3.11.3 Uses napkin correctly.

CMS Given instruction on good table manners, a napkin and the setting, the student demonstrates the correct use of a napkin.

3.11.4 Handles dishware correctly.

CMS Given a mealtime situation, the student handles dishware in an acceptable manner as judged by the teacher.

3.11.5 Passes food correctly.

CMS Given the opportunity while eating at the table with others, the student correctly passes food to another person (without spilling, without fingers in food, in an orderly manner) at all times.

3.11.6 Asks for food correctly.

CMS Given the opportunity while eating at the table with others, the student correctly asks for food (using a pleasant voice, saying "please," "thank you").

3.11.7 Receives food correctly.

CMS When provided the opportunity to receive food while eating at the table with others, the student correctly receives food (without spilling).

3.11.8 Exhibits good table posture.

CMS While seated at the table, the student exhibits good table posture (supporting self in upright position without the use of elbows).

3.11.9

3.11.10

Clothing

3.12.0 Performs self-help skills.

3.12.1 Removes garments.

CMS Given various situations (home, PE class, classroom), the student independently removes garments.

3.12.2 Puts on garments.

CMS Given various situations (home, PE class, classroom), the student independently puts on garments.

3.12.3 Snaps snaps.

CMS Given a garment with snaps, the student independently snaps the snaps.

3.12.4 Buttons buttons.

CMS Given a garment with buttons, the student independently buttons the buttons.

3.12.5 Zips zippers.

CMS Given a garment with a zipper, the student independently engages, closes and opens the zipper.

3.12.6 Hooks hooks.

CMS Given a garment with hooks, the student independently hooks the hooks.

3.12.7 Laces shoes.

CMS Given a lace and shoe, the student independently laces the shoe.

3.12.8 Ties shoes.

CMS Given a shoe with a shoelace, the student independently ties the shoelace.

3.12.9 Fastens fasteners.

CMS Given a garment with fasteners, the student independently fastens the fasteners.

3.12.10 Buckles buckles.

CMS Given items with buckles, the student independently buckles the buckles.

3.12.11

3.12.12

3.13.0 Selects clothing.

3.13.1 Selects own clothing daily.

CMS Given a choice on a daily basis, the student independently selects appropriate clothing (color coordination, size), with sufficient skill so as not to appear noticeably different from the student's peer group.

3.13.2 Wears appropriate clothing for the occasion.

CMS Given a choice, the student wears clothing appropriate for the occasion (school, work, play, church), to the satisfaction of the teacher.

3.13.3 Selects appropriate clothing for the season.

CMS Given a choice, the student independently selects clothing appropriate to the season (shorts, sandals, gloves, coats).

3.13.4 Selects appropriate fabrics for clothing.

CMS Given the opportunity to select from among clothing made of different types of fabric, the student independently selects the fabric most suitable for the occasion (weather, season, personal preference).

3.13.5 Plans clothing purchases.

CMS Given the need for a particular type of clothing, the student describes the appropriate garment, the size and color desired, where to shop, and how to finance the purchase.

3.13.6

3.13.7

3.14.0 Maintains clothing.

3.14.1 Hangs up clothing.

CMS Given the responsibility, the student consistently hangs up all clothing for which the student is responsible.

3.14.2 Folds clothing.

CMS Given the task, the student follows prescribed methods for folding clothing (follows proper folding procedures, uses protective covers).

3.14.3 Sorts clothing.

CMS Given instruction and clothing, the student correctly sorts clothing (socks matched, T-shirts together).

3.14.4 Stores clothing.

CMS Given instruction and clothing, the student correctly stores clothing (winter clothing cleaned, moth-proofed and placed in garment bags).

3.14.5 Keeps clothing neat and clean.

CMS Given instruction and clothing, the student demonstrates through personal appearance that clothing is kept neat and clean (clean socks, clothing free of odor).

3.14.6 Polishes shoes.

CMS Given instruction, shoes and polish, the student correctly polishes shoes.

3.14.7 Cleans various fabrics.

CMS Given training and a variety of soiled fabrics (upholstery material, drapery materials), the student correctly cleans at least _____ percent of the fabrics.

3.14.8 Repairs clothing.

CMS Given instruction, equipment and a variety of clothing in need of repair (missing buttons, tears, rips), the student correctly repairs at least _____ percent of the clothes.

3.14.9

3.14.10

3.15.0 Prepares clothing for wearing.

3.15.1 Reads labels on clothing

CMS Given basic reading skills and a variety of clothing with labels, the student reads the essential information contained on each label (size, washing instructions).

3.15.2 Washes clothing by hand.

CMS Given clothing, equipment and supplies, the student correctly washes clothing by hand (wool in cool water, proper amount of soap).

3.15.3 Washes clothing by machine.

CMS Given clothing, equipment and supplies, the student correctly washes clothing by machine (whites together, proper cycle setting).

3.15.4 Dries clothing by hanging.

CMS Given wet clothing and facilities, the student hangs the wet clothing in a manner acceptable for drying.

3.15.5 Dries clothing by machine.

CMS Given wet clothing, a clothes dryer and operating instructions, the student independently dries clothing by machine on two or more occasions.

3.15.6 Prepares clothing for ironing.

CMS The student prepares clothing in a manner appropriate to the ironing techniques to be employed.

3.15.7 Irons clothing without steam.

CMS Given clothing in need of ironing, the student irons the clothing without using steam.

3.15.8 Irons clothing with steam.

CMS Given clothing in need of ironing, the student irons the clothing using steam.

3.15.9

3.15.10

3.16.0 Demonstrates basic sewing skills.

3.16.1 Threads a needle.

CMS Given a needle and thread, the student threads the needle _____ out of _____ times.

3.16.2 Sews by hand.

CMS Given needle, thread and materials, the student completes at least two hand sewing tasks.

3.16.3 Sews by machine.

CMS Given the equipment and instruction, the student sews and completes at least two tasks by machine.

3.16.4 Sews on buttons.

CMS Given instruction, needle, thread, buttons and material, the student sews on at least six buttons in a one-hour time period.

3.16.5 Hems by hand.

CMS Given instruction, needle, thread and clothing, the student hems at least two articles of clothing.

3.16.6 Mends seams.

CMS Given instruction, needle, thread and clothing, the student mends seams on at least two articles of clothing.

3.16.7 Patches by hand.

CMS Given instruction, needle, thread, material and clothing, the student hand sews patches on at least two articles of clothing.

3.16.8 Patches with iron-ons.

CMS Given instruction, equipment, material and clothing, the student applies iron-on patches on at least two articles of clothing.

3.16.9

3.16.10

Travel

3.17.0 Demonstrates knowledge of community transportation and travel.

3.17.1 Identifies modes of personal transportation.

CMS On request, the student describes all modes of personal transportation available.

3.17.2 Identifies safety factors associated with transportation.

CMS Given a course of instruction, the student describes basic safety factors associated with at least two modes of transportation.

3.17.3 Interprets travel information.

CMS Given information relative to a trip (brochures, maps, advertisements), the student interprets the majority of the information presented.

3.17.4 Reads maps.

CMS When provided with a map, the student interprets three or more symbols, the scale, and finds at least three specific locations.

3.17.5

3.17.6

3.18.0 Utilizes transportation correctly and safely.

3.18.1 Demonstrates pedestrian rules for walking.

CMS Given instruction on pedestrian safety, the student demonstrates knowledge of pedestrian rules through verbal, written or physical means.

3.18.2 Demonstrates safety rules for bicycle riding.

CMS Given instruction on bicycle safety, the student demonstrates bicycle riding rules through verbal, written or physical means.

3.18.3 Demonstrates appropriate behavior as a passenger in an automobile.

CMS While riding as a passenger in an automobile, the student behaves in a safe, appropriate manner (fastens seat belt, reduces gross movements).

3.18.4 Observes school bus rules.

CMS While riding on a school bus, the student observes bus rules (no fighting, keeping hands and arms in windows, no walking around).

3.18.5 Rides public bus independently.

CMS Given instruction, the public bus system, a specific destination and fare, the student independently boards, takes a seat, and gets off the bus at the appropriate place and in an appropriate manner.

3.18.6 Explains how to use a taxicab.

CMS Given instruction, the student describes verbally or in writing the sequence of steps involved in using a taxicab (call taxi, give directions, observe appropriate behavior, make payment).

3.18.7 Explains railroad passenger service.

CMS Given instruction, the student describes verbally or in writing the sequence of steps involved in riding on a passenger train (purchase ticket, check baggage, board, observe appropriate behavior, detrain, claim baggage).

3.18.8 Explains airline passenger service.

CMS Given instruction, the student describes verbally or in writing the sequence of steps involved in airline passenger travel (plan trip, purchase ticket, check baggage, board plane, observe appropriate behavior, deplane, claim baggage).

3.18.9

3.18.10

Community Services

3.19.0 Communicates knowledge of services which provide assistance.

3.19.1 Describes services of police department.

CMS Given instruction, the student describes specific services available through the police department (emergencies, accidents, crime, safety patrol).

3.19.2 Describes services of fire department.

CMS Given instruction, the student describes specific services available through the fire department (fire danger inspection, fighting fires, fire safety education).

3.19.3 Describes services of post office.

CMS Given instruction, the student describes specific services available through the post ofice (stamps, airmail, packages, special delivery).

3.19.4 Describes services of utility companies.

CMS Given instruction (field trips, models, diagrams, stories, movies), the student describes specific services available through utility companies (electric, telephone, sanitation, water, gas).

3.19.5 Describes community legal services.

CMS Given information about legal services available in the community, the student identifies at least _____ legal services and the resources they make available.

3.19.6 Describes community social services.

CMS When presented with a list of community social services (Goodwill, Salvation Army), the student describes verbally or in writing the major function of each.

3.19.7 Describes community vocational services.

CMS Given information on vocational services, the student lists verbally or in writing _____ resources in the community which offer vocational services and the specific functions of each (counseling, placement).

3.19.8 Describes community health department services.

CMS Given instruction, the student lists verbally or in writing _____ community health department services and the functions of each.

3.19.9 Describes community religious organizations.

CMS Given instruction, the student lists religious organizations in the community and identifies verbally or in writing the basic functions of each.

3.19.10 Describes services of community/state agencies.

CMS Given instruction about community and state agencies, the student names agencies (Welfare, Employment, Housing Authority, Vocational Rehabilitation) and describes the basic functions of each.

3.19.11

3.19.12

3.20.0 Demonstrates ability to obtain needed service.

3.20.1 Correctly locates and contacts police department.

CMS Given instruction, the student correctly locates and makes contact with the police department (by phone, mail, visit).

3.20.2 Correctly locates and contacts fire department.

CMS Given instruction, the student correctly locates and makes contact with the fire department (by telephone, fire alarm box, mail, visit).

3.20.3 Correctly locates and contacts public health service.

CMS Given instruction, the student correctly locates and makes contact with public health services (by telephone, mail, visit).

3.20.4 Correctly locates and contacts sanitation department.

CMS Given instruction, the student correctly locates and makes contact with the sanitation department (by telephone, mail, visit).

3.20.5 Correctly locates and contacts telephone company.

CMS Given instruction, the student correctly locates and makes contact with the telephone company (by telephone, mail, visit).

3.20.6 Correctly locates and contacts post office.

CMS Given instruction, the student correctly locates and makes contact with the post office (by telephone, mail, visit).

3.20.7 Correctly locates and contacts financial services.

CMS Given instruction, the student correctly locates and makes contact with financial services (by telephone, mail, visit).

3.20.8 Correctly locates and utilizes services of religious organizations.

CMS Given instruction, the student correctly locates and (if so desired) utilizes the services of religious organizations (by telephone, mail, visit).

3.20.9 Correctly locates and contacts vocational services.

CMS Given instruction, the student correctly locates and makes contact (by telephone, mail, visit) with vocational services (i.e., U.S. Employment Office, Vocational Rehabilitation, etc.)

3.20.10

3.20.11

Communication Media

3.21.0 Uses telephone correctly.

3.21.1 Identifies basic types of telephone calls.

CMS Given instruction, the student categorizes, verbally or nonverbally, the basic types of telephone calls (social, business, emergency).

3.21.2 Operates various types of telephones.

CMS Given instruction, the student demonstrates an ability to operate various types of telephones (dial, push-button).

3.21.3 Uses proper telephone manners.

CMS Given instruction and the setting, the student uses good manners on the telephone ("thank you," "please," etc.)

3.21.4 Uses telephone for various types of calls.

CMS Given instruction for making calls to solicit various types of information (operator, information, emergency, time, weather), the student, given the task, a telephone directory and a telephone, selects the appropriate number, dials, solicits and obtains the desired information.

3.21.5 Uses the telephone directory.

CMS Given instruction in the use of the telephone directory, the student locates at least three listings in the yellow pages and three listings in the white pages.

3.21.6 Demonstrates ability to use public pay telephone.

CMS Given instruction, a telephone number and sufficient change, the student completes a call using a public pay telephone.

3.21.7

3.21.8

3.22.0 Demonstrates use of communication media.

3.22.1 Mails a letter.

CMS Given the necessary skills, the student mails a letter in such a manner that it arrives at the proper destination.

3.22.2 Explains a telegram.

CMS Given instruction, the student describes the essential parts of a telegram, and explains why the message was too urgent to be sent by mail.

3.22.3 Reads magazines.

CMS When provided with a variety of magazines, the student voluntarily selects and reads articles in three or more magazines.

3.22.4 Reads newspapers.

CMS When provided with a selection of newspapers, the student voluntarily selects and reads articles from three or more newspapers.

3.22.5 Watches informational TV program.

CMS Given access to television, the student voluntarily watches an informational TV program ("National Geographic," "Wild Kingdom").

3.22.6 Listens to informational radio programs.

CMS Given access to radio, the student voluntarily selects and listens to an informational radio program (news recap, special events, historical subjects).

3.22.7

3.22.8

Home Maintenance and Improvement

3.23.0 Demonstrates knowledge of items needed for maintenance.

3.23.1 Identifies tools for particular tasks.

CMS Given a selection of different tools (hammer, saw, rolling pin, scissors, knife, fork, spoon), the student identifies tools according to the task for which they are employed.

3.23.2 Identifies cleaning agents and materials for particular tasks.

CMS Given a number of cleaning agents (no specific brands) and materials (brush, cloth, sponge, squeegee) for particular tasks (to clean concrete floor, linoleum floor, sink, windows, car), the student identifies which agents and materials should be used for specific tasks.

3.23.2 Identifies appliances for particular tasks.

CMS Shown a number of household appliances (large/small, electric/manual), the student verbally identifies appliances and describes one or more uses for each.

3.23.4 Identifies clothing for particular tasks.

CMS Presented with a number of articles of clothing (coveralls, man's suit, hard hat, uniform), or pictures of such clothing, the student identifies each article and states whether it would be appropriate for performing a particular task.

3.23.5

3.23.6

3.24.0 Performs simple household chores.

3.24.1 Keeps record of duties performed at home.

CMS On request, the student keeps a year-long written record (checklist) of the duties (household chores) performed independently at home.

3.24.2 Independently makes bed daily.

CMS Given the opportunity, the student independently makes bed daily at home.

3.24.3 Independently cleans bedroom.

CMS Given the opportunity, the student voluntarily and independently cleans own bedroom (sweeps floors, dusts, picks up clothes and other items and stores them neatly).

3.24.4 Independently washes woodwork.

CMS Given the opportunity, the student independently washes woodwork as pointed out by a parent/guardian or the teacher.

3.24.5 Independently dusts furniture.

CMS Given the opportunity, the student independently dusts wood, metal and plastic furniture.

3.24.6 Independently polishes furniture.

CMS Given the opportunity, the student independently polishes those pieces of furniture designated by a parent/guardian or the teacher.

3.24.7 Independently sweeps floor.

CMS When asked to sweep the floor, the student independently sweeps the floor to the satisfaction of the parent/guardian or the teacher.

3.24.8 Independently vacuums floor.

CMS Given the opportunity, the student independently vacuums the floor without supervision.

3.24.9 Independently waxes floor.

CMS Given the opportunity, the student independently waxes a floor in proper sequence.

3.24.11 Independently washes and dries dishes.

CMS Given the opportunity, the student independently washes and dries dishes in proper sequence.

3.24.12 Independently uses dishwasher.

CMS Given the opportunity, the student independently uses the dishwasher (properly places dishes, utensils, etc., in the machine, follows operating instructions for washing, removes contents without breaking) to the satisfaction of the parent/guardian or the teacher.

3.24.13 Independently empties garbage.

CMS Given the opportunity, the student independently empties the garbage in proper sequence.

3.24.14 Independently uses garbage disposal.

CMS Given the opportunity, the student independently uses the garbage disposal in proper sequence.

3.24.15 Puts away objects when finished.

CMS Given the opportunity, the student puts away objects in proper sequence when finished.

3.24.16

3.24.17

3.25.0 Performs more complex home improvement tasks.

3.25.1 Paints objects at home.

CMS When presented with the opportunity to paint an object at home (dog house, fence), the student performs the sequence of steps (gathers equipment and materials, prepares paint and brush, dresses in appropriate clothes, readies object, etc.)

3.25.2 Constructs items at home.

CMS Given materials and tools at home, the student constructs usable items (box for holding tools, simple fence for pet, stakes for garden).

3.25.3 Repairs items at home.

CMS Given the opportunity to repair an item at home (garden hose, leaky faucet, loose drawer handle), the student secures proper materials and tools and repairs the object so that it is usable.

3.25.4

3.25.5

3.26.0 Demonstrates landscaping skills.

3.26.1 Correctly employs hand tools.

CMS Given a group of five or more hand tools (hammer, saw, drill, shears, grass cutters), the student employs each tool in a correct or accepted manner.

3.26.2 Correctly employs hand-operated power tools.

CMS Given instruction, tasks and power tools (drill, skill saw, saber saw, hedge cutter), the student correctly employs each tool to complete the given task (drilling, sawing).

3.26.3 Mows lawn.

CMS Given a lawnmower, the student mows a lawn in proper sequence.

3.26.4 Trims lawn.

CMS Given trimming shears, the student trims a lawn to the satisfaction of the observer.

3.26.5 Rakes grass/leaves.

CMS Given a yard covered with cut grass and leaves at random, the student satisfactorily rakes the grass and leaves into piles in a reasonable amount of time.

3.26.6 Clips bushes/hedges.

CMS Given appropriate tools, the student satisfactorily clips the bushes/hedges.

3.26.7 Pulls weeds.

CMS Given an area in need of weeding, the student pulls the weeds.

3.26.8 Correctly stores tools.

CMS Given a number of tools, the student correctly stores each tool.

3.26.9 Waters lawn/shrubs.

CMS Given instruction, the student waters lawn/shrubs for a specified period following proper procedure.

3.26.10 Fertilizes lawn/garden.

CMS Given tools and fertilizer (with instructions for its use), the student satisfactorily fertilizes a lawn/garden.

3.26.11 Puts trash/clippings in appropriate containers.

CMS After collecting (raking) trash/clippings from a given area, the student puts the trash/clippings into containers provided.

3.26.12 Sweeps walkways.

CMS Given a walkway in need of sweeping, the student sweeps the walkway clean.

3.26.13

3.26.14

Budgeting

3.27.0 Manages financial affairs.

3.27.1 Accounts for personal income.

CMS Given instruction in simple accounting procedures, the student records all personal income (gifts, allowances, wages) for a specified period of time.

3.27.2 Accounts for personal money spent.

CMS Given the opportunity, the student lists items and services purchased with personal money, and the amount paid for each.

3.27.3 Employs a savings account.

CMS Following a course of study in budgeting, the student opens and uses a simulated/actual savings account.

3.27.4 Uses a checking account.

CMS Given a simulated or actual checking account, the student writes checks and maintains a balanced account.

3.27.5 Prepares a personal budget.

CMS Given instruction in budgeting procedures, the student prepares and maintains a personal budget for a specified period of time.

3.27.6 Demonstrates knowledge of charge accounts.

CMS Following a course of study in the use of credit, the student demonstrates procedures for opening and using a charge account, and explains the legal implications involved in various credit situations.

3.27.7 Demonstrates knowledge of credit cards.

CMS Following a course of study in the use of credit, the student demonstrates procedures for applying for a credit card, using the card, and making payments according to agreed upon terms.

3.27.8 Demonstrates knowledge of comparative shopping.

CMS Given instruction in comparative shopping techniques, the student lists verbally or in writing at least three ways to determine the best buy (comparing unit price, quality, advertisements, prices at several stores, etc.)

3.27.9 Demonstrates knowledge of "layaway" shopping.

CMS Given true and false statements about "layaway" shopping, the student correctly marks each statement.

3.27.10 Demonstrates knowledge of credit ratings.

CMS Following a course of study on budgeting, the student demonstrates an ability to use the credit rating system through actual or simulated situations (telephone call, visit to credit bureau, etc.)

3.27.11 Demonstrates knowledge of interest rates in credit buying.

CMS Given instruction about the use and importance of interest in credit buying, the student explains the difference between cash payment and time payments with interest.

3.27.12 Explains the relationship between income and expenses.

CMS Given instruction in budgeting procedure, the student demonstrates (verbally, simulated budget, etc.) that expenses should not exceed income.

3.27.13 Explains obligations in borrowing money from family and friends.

CMS Given instruction in managing financial affairs, the student explains the obligations incurred in borrowing money (money borrowed must be repaid according to the agreement, on time).

3.27.14 Explains obligations in borrowing money from banks.

CMS Given instruction in managing financial affairs, the student explains the obligations incurred in borrowing money from banks (money borrowed must be repaid according to the agreement, on time).

3.27.15 Explains obligations in borrowing money from loan companies.

CMS Given instruction in managing financial affairs, the student explains the obligations incurred in borrowing money from loan companies (money borrowed must be repaid according to the agreement, on time).

3.27.16 Explains the reasons for obtaining various kinds of insurance.

CMS Having completed a study of various types of insurance, the student demonstrates, either verbally or in writing, a knowledge of the reasons for obtaining various types of insurance. (Note: The teacher records in the student guide the type of insurance studied; car, life, house, etc.)

3.27.17

3.27.18

Child Care

3.28.0 Performs child care skills.

3.28.1 Assists in supervising younger children.

CMS Given the opportunity, the student demonstrates by actions an ability to help supervise younger children when observed over a specified period of time.

3.28.2 Supervises younger children independently.

CMS Given the opportunity to accept responsibility for a number of younger children, the student independently supervises those children.

3.28.3 Assists in planning activities for younger children.

CMS Given training and an opportunity, the student demonstrates an ability to assist in the planning of activities for younger children (birthday parties, group games, etc.)

3.28.4 Plans activities for younger children independently.

CMS While supervising younger children, the student independently plans activities which relate to the children supervised.

3.28.5 Trains formally to be a babysitter.

CMS Given an available course of study in babysitting, the student enrolls in and completes the course.

3.28.6 Explains infant care techniques.

CMS Given instruction regarding the needs of infants, the student explains basic infant care techniques.

3.28.7 Babysits younger children.

CMS Given the opportunity, the student babysits younger children in a satisfactory manner in accordance with standards set by an adult.

3.28.8 Babysits and cares for a baby.

CMS Given proper training and the opportunity, the student babysits and cares for a baby according to the standards set by an adult. (Note: Any special training such as a Red Cross course in baby care, a public service course in babysitting, etc., should be recorded in the student guide.)

3.28.9 Earns money for babysitting services.

CMS Given the opportunity, the student babysits for compensation according to an agreement made with the adult.

3.28.10

3.28.11

Post-School Adjustment

3.29.0 Demonstrates a knowledge of residency.

3.29.1 Identifies responsibilities to the family when living at home.

CMS Upon request, the student identifies specific responsibilities which can be assumed in the home environment (sharing chores, communicating whereabouts).

3.29.2 Identifies responsibilities of boarding in a private home.

CMS Upon request, the student identifies specific responsibilities which are expected to be assumed when boarding in a private home (respecting the rights of others).

3.29.3 Identifies responsibilities of the renter.

CMS Given a list of responsibilities for renters and landlords, the student identifies the responsibilities of the renter.

3.29.4 Identifies responsibilities of living in a half-way house.

CMS Given a list of group and individual responsibilities related to living in a half-way house (making bed, food preparation), the student identifies which responsibilities pertain to the individual and which pertain to the group.

3.29.5 Identifies responsibilities of leasing.

CMS Given the opportunity to learn about leasing, the student identifies major responsibilities related to leasing.

3.29.6 Identifies responsibilities of buying a home.

CMS Given the opportunity to learn about the responsibilities involved in purchasing a home, the student identifies at least five such responsibilities (payments, insurance, maintenance, taxes).

3.29.7 Identifies major purchases necessary for living on an independent basis.

CMS Given a random list of purchases, the student identifies major purchases necessary for living on an independent basis.

3.29.8 Demonstrates a knowledge of basic utility costs.

CMS Given instruction in basic utility costs, the student demonstrates an understanding of the approximate cost of at least four of those utilities studied. (Note: The teacher should record the utilities studied in the student guide.)

3.29.9

3.29.10

C

3.30.0 Demonstrates knowledge of marriage responsibilities.

3.30.1 Explains the meaning of an engagement.

CMS Following instruction concerning the responsibilities of marriage, the student explains the meaning of an engagement.

3.30.2 Describes the purpose of a marriage license.

CMS When asked, the student describes the main purpose of a marriage license.

3.30.3 Describes reasons for medical examination before marriage.

CMS When asked, the student describes the major reasons why a medical examination is required before marriage.

3.30.4 Describes the types of legal (civil/religious) marriage ceremonies.

CMS Given instruction pertaining to civil and religious marriage ceremonies, the student describes the major components of each.

3.30.5 Demonstrates when and where to seek marriage/family counseling.

CMS When presented with specific concerns related to a marriage, involving marriage partners and/or family members, the student demonstrates an ability to decide when to seek professional counseling and locate such services.

3.30.6 Demonstrates knowledge of potential results in terminating a marriage.

CMS When asked, the student verbally states the potential results of terminating a marriage.

3.30.7

3.30.8

3.31.0 Defines responsibilities of family living.

3.31.1 Compares single and married life.

CMS Following a course of study about family living, the student compares the responsibilities of married life with those of being single.

3.31.2 Identifies wage provider(s).

CMS Following a course of instruction about family economics, the student identifies the wage provider(s).

3.31.3 Identifies decision-maker(s).

CMS Given a family situation and a list of possible decision-maker(s), the student identifies the person(s) responsible for making a specific family decision and presents reasons supporting the choice.

3.31.4 Identifies who prepares food.

CMS Given a variety of family situations, the student identifies who should cook in each situation and presents reasons for the choices.

3.31.5 Identifies who cares for children.

CMS Given a specific family situation involving a small child, the student identifies the person (mother, father, sister, babysitter) who most logically would care for the child.

3.31.6 Identifies who handles financial affairs.

CMS Following a course of instruction on family economics and financial planning, the student identifies who handles various financial affairs in the home.

3.31.7 Identifies maintenance responsibilities.

CMS Following a course of study on the responsibilities of family living, the student identifies home maintenance responsibilities for each member of the family.

3.31.8

3.31.9

*3.32.0 Demonstrates knowledge of family planning.

3.32.1 Identifies health problems which are communicable.

CMS When given a list of health problems, the student identifies those which are communicable (venereal disease, congenital diseases, etc.)

3.32.2 Demonstrates knowledge of effects of population on the environment.

CMS When asked, the student makes eight or more statements concerning major effects which population density has on the environment.

3.32.3

3.32.4

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*Family planning should be taught after consent has been received from parents, the community family planning committee, and the school district administration.

AREA 4.0.0
CAREER EDUCATION

Definition

Career Education refers to habits, attitudes and skills required for success in a given occupation. Goals for career education focus on work orientation, job performance for both in-school and out-of-school work placements, and career exploration.

Rationale for Instruction

Preparation for adult responsibilities should include a decision about one's economic contribution to society, usually as a member of the work force. The school helps the student to develop and reinforce this concept of work through instruction at all levels of the school curriculum. The elementary teacher's expectations in the areas of promptness, responsibility, and task completion help to prepare students for later occupational success; teachers at the intermediate, junior high, and senior high school levels help reinforce attitudes about work. In addition, the teacher assists the student toward acquiring specific prevocational skills which lead toward independence and employment in the future. Any student, regardless of learning level, has the right to work in a field that is compatible with the student's abilities and offers personal satisfaction as well. In this regard the cooperation of the school and community is essential--teachers, parents, work coordinators, DVR counselors, and employers need to work together to help the student realize full potential for work.

Measurement Model

This teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 4 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

4.0.0 CAREER EDUCATION

Work Orientation

4.3.0 Demonstrates correct use of equipment and materials for an assigned work task.

4.3.1 Uses equipment correctly.

CMS Given proper training in the use of equipment related to a work task, the student correctly uses the equipment a majority of the time.

Extended measurement statements:

Elementary Level Given instruction in the proper use of classroom equipment (scissors, pencil sharpener), the student correctly uses the equipment, as observed by the teacher.

Secondary Level Given instruction in the proper use of equipment (bandsaw, sewing machine, dishwasher), the student correctly uses the equipment as observed by an employer, teacher, or parent/guardian).

AREA 4.0.0
CAREER EDUCATION

Basic Work Habits

4.1.0 Completes assigned work tasks.

4.1.1 Describes steps in task to be completed.

CMS Given a task (sweeping, stacking dishes, filing books), the student describes step-by-step the procedure followed to complete the task.

4.1.2 Performs task with supervision.

CMS Given a supervised task (sweeping, stacking dishes, filing books), the student performs the steps necessary to complete the task.

4.1.3 Completes task based on one oral direction.

CMS Given an oral direction (pick up a package, deliver a message), the student accomplishes the task.

4.1.4 Completes task based on one written direction.

CMS Presented with a written direction (deliver a message, pick up a package), the student accomplishes the task.

4.1.5 Completes task based on multiple oral directions.

CMS Given a task and multiple oral directions (get out, use, and put away materials), the student accomplishes the task.

4.1.6 Completes task based on multiple written directions.

CMS Given a task and multiple written directions (take a message to several locations and return with answers), the student accomplishes the task.

4.1.7 Completes regularly assigned work tasks.

CMS Given a regularly assigned work task, the student accomplishes the task consistently.

4.1.8 Performs task without supervision.

CMS Given instruction and a task, the student accomplishes the task without supervision.

4.1.9 Checks work for acceptable performance.

CMS Given assigned work tasks, the student checks for acceptable work performance as required by the evaluator.

4.1.10 Avoids repeating past error.

CMS Made aware of an error and how to correct it, the student avoids making the same error to the satisfaction of the observer.

4.1.11

4.1.12

4.2.0 Demonstrates a willingness to perform assigned work tasks.

4.2.1 Identifies reasons why a task is necessary.

CMS Given reasons for performing a task, the student describes why the work is necessary.

4.2.2 Selects appropriate time and place to express dissatisfaction.

CMS When dissatisfaction occurs, the student selects the proper time and place to register this sentiment.

4.2.3 Shows satisfaction with completed work.

CMS Upon completion of assigned work, the student expresses satisfaction (smiling, making a comment) with what has been accomplished, _____ percent of the time.

4.2.4 Demonstrates acceptable attitude on work assignment.

CMS While on work assignment, the student demonstrates an acceptable attitude about work a majority of the time.

4.2.5

4.2.6

4.3.0 Demonstrates correct use of equipment and materials for an assigned work task.

4.3.1 Uses equipment correctly.

CMS Given proper training in the use of equipment related to a work task, the student correctly uses the equipment a majority of the time.

4.3.2 Uses materials correctly.

CMS Given instruction in the use of materials related to a work task, the student correctly uses the materials a majority of the time.

4.3.3

4.3.4

4.4.0 Cleans work area after task is completed.

4.4.1 Identifies equipment to be cleaned.

CMS When presented with equipment, the student orally identifies equipment in need of cleaning.

4.4.2 Identifies area to be cleaned.

CMS When asked, the student identifies area needing to be cleaned, according to standards set by the observer.

4.4.3 Cleans equipment.

CMS Given equipment which needs cleaning, the student cleans it in a satisfactory manner.

4.4.4 Cleans area.

CMS Given the task, the student cleans the work area.

4.4.5 Returns supplies and equipment.

CMS Given appropriate training, the student returns supplies and equipment to their storage area, to the satisfaction of the observer.

4.4.6

4.4.7

4.5.0 Cooperates in performing a group task.

4.5.1 Describes the group's task.

CMS Given a group task, the student describes to the observer the steps necessary to perform the task.

4.5.2 Describes task.

CMS Given a task, the student describes the task in terms of tools, materials and equipment needed and steps to follow.

4.5.3 Performs task.

CMS Given a task, the student organizes materials/equipment, and performs the task to the satisfaction of the observer.

4.5.4 Avoids hindering others.

CMS While participating in a group task, the student avoids hindering others a majority of the time.

4.5.5

4.5.6

4.6.0 Asks for assistance with work tasks when needed.

4.6.1 Identifies when to ask for assistance.

CMS Given a work task, the student identifies when to ask for assistance.

4.6.2 Identifies the appropriate person to ask for assistance.

CMS Given a work task, the student identifies the appropriate person to consult (supervisor, co-worker) when assistance is needed.

4.6.3 Asks for assistance when needed.

CMS Given a task, the student asks for assistance when needed.

4.6.4

4.6.5

Career Exploration

4.7.0 Demonstrates knowledge of possible school work stations.

4.7.1 Locates stations.

CMS Given an introduction to available work stations (discussion and/or tour), the student locates the stations either through oral description or physically, _____ percent of the time.

4.7.2 Describes services performed in each station.

CMS Following discussion of services performed at each station, the student describes, through oral or written means, at least _____ percent of the services related to each station.

4.7.3 Identifies career possibilities in each station.

CMS Given the opportunity to gain knowledge of career possibilities in each station, the student describes, through oral or written means, at least _____ percent of the opportunities related to each station.

4.7.4

4.7.5

4.8.0 Grooms appropriately for work tasks.

4.8.1 Identifies appropriate dress for in-school work tasks.

CMS Given examples of various types of clothing, the student selects (points to, describes, circles, draws) the clothing appropriate for a particular school work task.

4.8.2 Identifies inappropriate dress for in-school work tasks.

CMS Given examples of various types of clothing and a particular school work task, the student identifies clothing which is not considered appropriate.

4.8.3 Identifies appropriate dress for out-of-school work tasks.

CMS Given examples of various types of clothing and a particular out-of-school task, the student selects (points out, describes, circles) clothing appropriate for the task.

4.8.4 Identifies nonappropriate dress for out-of-school work tasks.

4.8.5 Dresses appropriately for work tasks.

CMS Given instruction about dress appropriate for a particular work task, the student dresses consistently in an appropriate manner.

4.8.6 Meets employer's standards for cleanliness.

CMS Having received instruction from the employer concerning standards of cleanliness required on the job, the student voluntarily and consistently meets those standards.

4.8.7

4.8.8

4.9.0 Demonstrates vocational safety.

4.9.1 Identifies appropriate safety procedures.

CMS Having been informed of appropriate safety procedures (protection of eyes, limbs, body, hair, appropriate clothing), the student identifies, either orally or in writing, safety procedures appropriate for the job.

4.9.2 Practices appropriate safety procedures.

CMS Having received proper instruction in safety procedures for a given in-school or out-of-school job, the student practices safety procedures appropriate for the job.

4.9.3 Identifies basic warning signs associated with work stations.

CMS Upon request, the student identifies (points out, locates) the basic warning signs associated with a particular work station, to the satisfaction of the employer or teacher.

4.9.4

4.9.5

4.10.0 Attends to work-caused injuries.

4.10.1 Recognizes and reports all injuries.

CMS When personally involved with a work-related injury, the student recognizes the injury as such, and voluntarily reports it to the proper authorities.

4.10.2 Seeks proper attention for injury.

CMS When personally involved with a work-related injury, the student voluntarily seeks proper medical attention for the injury.

4.10.3 Can complete accident forms accurately.

CMS Given training in answering questions on various types of accident forms, the student accurately completes specific accident forms, orally or in writing.

4.10.4

4.10.5

4.11.0 Observes work time schedules.

4.11.1 Arrives on time.

CMS Given the opportunity to learn the importance of arriving at work promptly, the student arrives at work on time.

4.11.2 Uses time cards or time clock, if appropriate.

CMS Given training in the use of time cards and/or time clocks, the student demonstrates their correct use when required to do so.

4.11.3 Observes scheduled work breaks.

CMS Given instructions concerning work breaks, the student observes breaks in a satisfactory manner.

4.11.4 Leaves on time.

CMS Given an opportunity to work, the student demonstrates an understanding of the importance of leaving work at the hour established by employer (or union), by leaving work at the appropriate time, to the satisfaction of the employer.

4.11.5

4.11.6

4.12.0 Demonstrates appropriate behavior on work placement.

4.12.1 States established rules of conduct.

CMS Given work placement, the student demonstrates, orally or in writing, an understanding of the rules of conduct established for that particular place of work.

4.12.2 Converses appropriately with employer.

CMS Given work placement, the student converses with the employer at appropriate times and regarding appropriate topics, in a manner acceptable to the employer.

4.12.3 Converses appropriately with supervisor.

CMS Given work placement, the student converses with the supervisor at appropriate times and regarding appropriate topics, in a manner acceptable to the supervisor.

4.12.4 Converses appropriately with co-workers.

CMS Given work placement, the student converses with co-workers at appropriate times and regarding appropriate topics, in a manner acceptable to them.

4.12.5 Gets along with co-workers.

CMS In more than one employment setting, the student relates satisfactorily to co-workers (talks with, demonstrates dependability, is trustworthy), as determined by co-workers/teacher.

4.12.6 Proceeds appropriately even though other employees are not following the rules.

CMS Given the situation where others are breaking the rules, the student follows the established rules, to the satisfaction of the employer.

4.12.7

4.12.8

4.13.0 Attempts several work experiences.

4.13.1 Shows adaptability to various types of jobs.

CMS When placed in various types of work experience settings, the student shows basic competencies (attitudes, punctuality, dress), as judged by the supervisor/teacher.

4.13.2 Recognizes positive and negative aspects of assigned work experiences.

CMS Following placement in several work experience settings, the student identifies at minimum one positive and one negative aspect of each experience.

4.13.3

4.13.4

4.14.0 Travels to community work stations.

4.14.1 Travels to work with supervision.

CMS Given employment, the student travels to work with supervision.

4.14.2 Travels to work without supervision; arrives on time.

CMS Given employment, the student travels (bus, car, walks) to work without supervision and arrives at a specified time.

4.14.3 Travels to work in the most appropriate manner.

CMS Given employment, the student travels to work in the most appropriate manner (time, cost, availability of transportation), as judged by an observer.

4.14.4

4.14.5

4.15.0 Locates and performs paid odd jobs.

4.15.1 Locates jobs with assistance.

CMS Given the availability of paid odd jobs and the assistance of others (relatives, friends), the student locates and identifies _____ jobs which the student can perform.

4.15.2 Performs job with assistance.

CMS Given a job and the assistance of others, the student performs the job.

4.15.3 Locates jobs without assistance.

CMS Given the availability of paid odd jobs and no assistance, the student locates and identifies _____ jobs which the student can perform.

4.15.4 Performs jobs without assistance.

CMS Given a job and possessing the necessary capabilities, the student performs the job without assistance.

4.15.5

4.15.6

4.16.0 Interviews for a job.

4.16.1 Selects proper dress.

CMS Having received instruction about clothing appropriate for a job interview, the student identifies the proper dress (clean, socially acceptable clothes) for an interview.

4.16.2 Identifies proper interview technique.

CMS Given a written list of ten or more proper and improper interview techniques, the student circles (identifies) proper techniques _____ percent of the time.

4.16.3 Demonstrates confidence and proficiency in job interview situations.

CMS When asked to simulate five or more job interviews in varied settings and with different people, the student performs the successive interviews with increasing confidence and proficiency.

4.16.4 Schedules interview by letter.

CMS Given training and the availability of potential employers, the student schedules two or more job interviews by writing letters to potential employers.

4.16.5 Schedules interview by telephone.

CMS Given training and the availability of potential employers, the student schedules four or more job interviews by telephone.

4.16.6 Schedules interview by personal contact.

CMS Given training and the availability of potential employers, the student schedules four or more interviews by personal contact.

4.16.7 Completes interview.

CMS Having scheduled four or more interviews for jobs and having developed a satisfactory interview technique, the student completes interviews to the satisfaction of the prospective employers.

4.16.8 Voluntarily re-contacts employer when appropriate.

CMS Following an interview for a particular job, and given instruction about methods for re-contacting employers, the student voluntarily re-contacts the prospective employer when appropriate.

4.16.9

4.16.10

4.17.0 Produces required information for job application form.

4.17.1 Memorizes vital statistics.

CMS Given a sample job application form, the student states or writes vital statistics (birth date, home address, telephone number) with _____ percent accuracy.

4.17.2 Uses personal information sheet.

CMS Given the opportunity to develop a personal information sheet, the student uses this information when applying for a job.

4.17.3 Completes a job application form.

CMS Given a job application form, the student completes the form to the satisfaction of the work-study supervisor (teacher, DVR counselor, employer).

4.17.4 Accurately completes W-4 form.

CMS Given the opportunity, the student accurately completes a W-4 form.

4.17.5 Accurately completes insurance forms, with assistance if needed.

CMS Given insurance forms, the student accurately completes the form through oral or written means, and with or without assistance.

4.17.6 Completes payroll information forms.

CMS Given a payroll information form, the student completes it to the satisfaction of the work-study supervisor.

4.17.7 Accurately completes other necessary forms.

CMS Given a variety of forms necessary for job application, the student completes the forms with _____ percent accuracy.

4.17.8

4.17.9

4.18.0 Uses evaluation by others to improve work performance.

4.18.1 Identifies significant points of evaluation by another.

CMS After being evaluated by another person (classmate, teacher, employer), the student identifies significant points in the evaluation.

4.18.2 Makes changes in work performance as a result of evaluation.

CMS After being evaluated by the work-study supervisor, the student makes the expected changes in work performance (attitude, rate of production) within a specified period of time.

4.18.3

4.18.4

4.19.0 Demonstrates knowledge of the employer/employee relationship.

4.19.1 Identifies responsibilities of the employer.

CMS Given a list of on-the-job duties of employer/employee, the student identifies the responsibilities of the employer.

4.19.2 Identifies responsibilities of the employee.

CMS Given the opportunity to study work situations (film, on-site visit), the student identifies _____ percent of the responsibilities of the employee.

4.19.3 Identifies responsibilities of co-workers.

CMS Given a work-study assignment, the student describes at least four responsibilities of co-workers.

4.19.4 Identifies authority of co-workers.

CMS Given a work-study assignment, the student identifies the authority held by co-workers (assistant supervisor, shop steward, job equals), to the satisfaction of the supervisor.

4.19.5

4.19.6

4.20.0 Notifies employer of absences.

4.20.1 Notifies employer in advance of planned absence.

CMS Given a planned absence (vacation, doctor's appointment), the student notifies the employer sufficiently in advance, as determined by the employer's policy.

4.20.2 Promptly notifies employer in event of emergency absence.

CMS Given an emergency situation requiring absence from work, the student promptly notifies the employer.

4.20.3

4.20.4

4.21.0 Performs tasks related to job but not of primary responsibility.

4.21.1 Identifies nonassigned tasks which the student is able to perform.

CMS Being familiar with the situation at work, the student identifies nonassigned tasks which the student is able to perform.

4.21.2 Performs nonassigned tasks during appropriate times.

CMS Having completed assigned tasks, the student performs nonassigned tasks to the satisfaction of the supervisor/employer.

4.21.3

4.21.4

4.22.0 Demonstrates knowledge of paycheck deductions.

4.22.1 Demonstrates understanding of Social Security deductions.

CMS Given a sample paycheck stub, the student identifies deductions for Social Security and describes the benefits derived from Social Security.

4.22.2 Identifies federal income tax deductions.

CMS Given a sample paycheck stub, the student identifies deductions for federal income tax, including _____ reasons why salary is deducted and how the money is used.

4.22.3 Describes state income tax deduction.

CMS Given a sample paycheck stub, the student identifies deductions for state income tax, including _____ reasons why salary is deducted and how the money is used.

4.22.4 Identifies worker's compensation deductions.

CMS Given a sample paycheck stub, the student identifies deductions for worker's compensation, including various types of payroll deductions and insurance benefits.

4.22.5 Describes other deductions.

CMS When presented with other common payroll deductions not previously named (medical plan, retirement, dues, annuity plan), the student describes the reasons for such deductions.

4.22.6

4.22.7

4.23.0 Checks paycheck for accuracy.

4.23.1 States pay rate.

CMS Given a job for pay, the student accurately states the current rate of pay.

4.23.2 Records time worked, including overtime.

CMS Given a job for pay, the student keeps an accurate record of the hours worked daily, including overtime, for a specified period of time.

4.23.3 Computes gross salary, or wages, and overtime.

CMS Given a job for pay, the student accurately computes gross salary (wages) and overtime for a specified period of time.

4.23.4 Accounts for deductions.

CMS Given a payroll check, the student accounts for various deductions listed (income tax, insurance, Social Security, worker's compensation) for a specified period of time to the teacher's satisfaction.

4.23.5 Computes net salary.

CMS Given a job for pay, the student accurately computes net salary for a specified period of time, to the teacher's satisfaction.

4.23.6

4.23.7

4.24.0 Demonstrates a knowledge of unemployment.

4.24.1 Lists possible causes of unemployment.

CMS Having studied causes of unemployment, the student lists _____ causes (either orally or in writing), to the satisfaction of the teacher.

4.24.2 Describes some of the consequences of unemployment.

CMS Having studied the consequences of unemployment, the student describes orally some of the consequences (no money for bills, food, clothing) to the teacher's satisfaction.

4.24.3 Identifies the agencies which assist the unemployed.

CMS Having studied agencies which aid the unemployed, the student lists the agencies (State Employment Office, Welfare, local community agencies) to the teacher's satisfaction.

4.24.4 Locates agencies which assist the unemployed.

CMS Having studied agencies which assist the unemployed, the student locates the agencies utilizing a directory prepared by the teacher (State Employment Office, Welfare, local, county, and city agencies).

4.24.5 Demonstrates knowledge of unemployment benefits.

CMS Having studied unemployment benefits, the student describes, either orally or in writing, _____ percent of the items studied.

4.24.6

4.24.7

4.25.0 Demonstrates a knowledge of laws and regulations controlling employment.

4.25.1 Demonstrates a knowledge of minimum wage laws.

CMS Having studied minimum wage laws, the student discusses the laws, either orally or in writing, with _____ percent accuracy.

4.25.2 Demonstrates a knowledge of child labor laws.

CMS Having studied child labor laws, the student discusses the laws, either orally or in writing, with _____ percent accuracy.

4.25.3 Demonstrates a knowledge of labor organizations.

CMS Having studied labor organizations, the student describes the labor oranizations, either orally or in writing, with _____ percent accuracy.

4.25.4 Demonstrates a knowledge of contracts.

CMS Having studied contracts, the student discusses or fills out contract information, with _____ percent accuracy.

4.25.5

4.25.6

4.25.7

Career Preparation

4.26.0 Demonstrates a knowledge of the jobs associated with a selected career cluster.

4.26.1 Describes entry-level jobs associated with a given career cluster.

CMS Presented with information drawn from various media about the entry-level jobs in a career cluster, the student orally names three or more jobs in that cluster and several tasks associated with each.

4.26.2 Describes various work skills associated with a given career cluster.

CMS Presented with information drawn from various media about entry-level jobs in a career cluster, the student describes the basic skills related to three or more jobs in that cluster.

4.26.3 Identifies local businesses related to a given career cluster.

CMS When provided with the local telephone directory, the student lists 10 or more businesses related to a specific career cluster.

4.26.4

4.26.5

4.27.0 Develops a vocational goal.

4.27.1 Selects a vocational goal.

CMS Having been exposed to a variety of possible vocations (through films, units of study, field trips), the student selects an approprite vocational goal, as judged by the teacher.

4.27.2 Lists steps in achieving the vocational goal.

CMS Having studied the selected vocational goal, the student lists the steps necessary to achieve that goal, to the satisfaction of work-experience personnel.

4.27.3 Uses appropriate school assistance in reaching the vocational goal.

CMS Given resource assistance at school (counselor, teacher), the student utilizes assistance developing a vocational goal, to the satisfaction of the work coordinator.

4.27.4 Uses appropriate community services in reaching the goal.

CMS Given resource assistance in the community (employment office, DVR), the student utilizes assistance in developing a vocational goal, to the satisfaction of the work coordinator.

4.27.5 Demonstrates knowledge that recommendations influence future job placement/employment.

CMS Given previous work experience, the student discusses how past performance influences future job placement/employment, to the satisfaction of the work coordinator or teacher.

4.27.6

4.27.7

4.28.0 Identifies employment resources.

4.28.1 Identifies friends, relatives and neighbors who can assist in finding a job.

CMS Having researched potential resource persons who may help the student locate jobs, the student names friends, relatives and neighbors who can serve in this capacity.

4.28.2 Identifies work experience coordinator as a resource in finding a job.

CMS Having researched potential resource persons who may help the student locate jobs, the student names the work experience coordinator as one resource.

4.28.3 Identifies Vocational Rehabilitation as a resource for finding a job.

CMS Having studied resource agencies and organizations which may help the student locate jobs, the student identifies Vocational Rehabilitation as one resource.

4.28.4 Identifies the Employment Division as a resource for finding a job.

CMS Having studied resource agencies and organizations which may help the student locate jobs, the student identifies the Employment Division as one resource.

4.28.5 Demonstrates a knowledge of the advantages and disadvantages of private employment agencies.

CMS Having studied private employment agencies, the student identifies at least two advantages and disadvantages of utilizing their services.

4.28.6 Utilizes newspaper want ads as a resource for finding a job.

CMS Having studied the newspaper as a resource for finding a job, the student utilizes the want ads as a resource.

4.28.7

4.28.8

AREA 5.0.0
HUMAN ECOLOGY

Definition

Human Ecology refers to improving the physical well-being of the student. Emphasis is placed on helping the student become more aware of the influence of the environment on the individual and how the individual can control or adjust the situation to improve living conditions personally and for others. Goals for human ecology focus on health, physical education, family living, and safety.

Rationale for Instruction

Caring for one's physical well-being is an ongoing responsibility, and it is important that each individual assume responsibility for physical health in order to benefit both the self and others. Much of one's ability to become economically self-supporting depends upon being healthy. School plays an important part in helping the student to develop appropriate attitudes and skills in the areas of health, including helping the student to know about personal growth and development methods for maintaining physical well-being. Skills in this area should be developed early and emphasized throughout the student's school career. Since a number of goals in this area involve the family, it is essential that the parent and teacher cooperate toward helping students become more competent in this area.

Measurement Model

This teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 5 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

5.0.0 HUMAN ECOLOGY

Health

5.9.0 Demonstrates a knowledge of habit-forming drugs.

5.9.2 Describes effects of consuming alcoholic beverages.

CMS Given instruction, the student, either orally or in writing, describes at least three effects of consuming alcoholic beverages to the instructor.

Extended measurement statements:

- -

Elementary Level	Following instruction about the effects of consuming alcoholic beverages, the student describes three effects of aloholic beverages to the class.
Secondary Level	Following instruction about the effects of consuming alcoholic beverages on a true-false test, the student correctly identifies ten effects of consuming alcoholic beverages.

- -

AREA 5.0.0
HUMAN ECOLOGY

Health

5.1.0 Demonstrates knowledge of the human body.

5.1.1 Identifies major parts of the body.

CMS Given a model or diagram of the human body, the student identifies (names, points to) at least five major parts of the body.

5.1.2 Describes the function of body organs.

CMS Having studied organs of the body, the student either orally or in writing describes the functions of at least five organs.

5.1.3 Identifies the five senses.

CMS Having studied the five senses, the student describes all five either orally or in writing.

5.1.4

5.1.5

5.2.0 Demonstrates skills necessary to keep the body clean.

5.2.1 Washes hands.

CMS Given soap and water, the student washes hands until clean.

5.2.2 Washes face.

CMS Given soap and water, the student washes face until clean.

5.2.3 Washes neck and ears.

CMS Given soap and water, the student washes neck and ears until clean.

5.2.4 Bathes or showers.

CMS Given the facilities, the student bathes or showers until clean.

5.2.5 Cleans fingernails.

CMS Following a demonstration, the student cleans nails to the satisfaction of the teacher.

5.2.6 Cleans teeth.

CMS Following a demonstration, the student cleans teeth (brushes, uses dental floss), to the satisfaction of the teacher as determined by an appropriate dental measure (disclosing tablet).

5.2.7 Washes hair.

CMS Following a demonstration, the student washes, rinses, and dries hair.

5.2.8

5.2.9

5.3.0 Demonstrates good personal hygiene.

5.3.1 Washes hands before eating.

CMS Given the facilities, the student washes hands before eating meals.

5.3.2 Washes hands after using the toilet.

CMS Given the facilities, the student washes hands after using the toilet.

5.3.3 Brushes teeth after meals.

CMS Given the facilities, the student brushes teeth after meals.

5.3.4 Exhibits good oral hygiene habits.

CMS Following appropriate instruction, the student exhibits good oral hygiene habits (brushing, visits to the dentist, use of mouthwash).

5.3.5 Shaves.

CMS Given facilities and instruction, the student shaves so that the hair is removed from the area to be shaved.

5.3.6 Uses deodorants.

CMS Given facilities and instruction, the student washes, applies and regularly uses deodorants so that there is no noticeable body odor.

5.3.7 Grooms hair.

CMS Given instruction on hair care, the student grooms hair (cuts, washes, combs, styles) so that the student's hair is not noticeably different from that of the student's peer group.

5.3.8 Uses cosmetics appropriately.

CMS Having completed instruction on applying cosmetics, the student uses cosmetics (lipstick, eye shadow) in an acceptable manner.

5.3.9 Wears clean clothes.

CMS The student voluntarily wears clothing appropriately clean for the situation.

5.3.10 Covers mouth and turns face when coughing or sneezing.

CMS Having completed instruction in good habits of personal hygiene, the student turns face and uses tissue or hand to cover mouth/nose when coughing or sneezing.

5.3.11 Blows nose correctly.

CMS Having completed instruction in good habits of personal hygiene, the student uses a clean tissue or handkerchief and blows nose correctly (by blocking one nostril at a time and blowing gently).

5.3.12 Keeps fingers and foreign objects from eyes, ears, nose and mouth.

CMS Having completed instruction in good habits of personal hygiene, a majority of the time the student keeps fingers and foreign objects from eyes, ears, nose, and mouth when observed by the teacher.

5.3.13 Drinks properly from drinking fountain.

CMS Having completed instruction in good habits of personal hygiene, the student drinks properly from the drinking fountain, making sure no part of the mouth touches the fountain.

5.3.14 Demonstrates a knowledge of how to treat minor skin problems.

CMS Having received instruction, the student demonstrates a knowledge of how to treat minor skin problems.

5.3.15

5.3.16

5.4.0 Demonstrates good nutritional habits.

5.4.1 Identifies reasons for eating nutritious meals.

CMS Having studied nutrition, the student identifies _____ reasons for eating nutritious meals.

5.4.2 Chooses balanced meals using the four basic food groups (fruits and vegetables, meats, breads and cereals, dairy products).

CMS Given the opportunity, the student selects balanced meals (from menu, pictures) including the basic four food groups in each meal _____ percent of the time.

5.4.3 Eats nutritious meals.

CMS Given the opportunity to select food, the student eats nutritious, balanced meals _____ percent of the time.

5.4.4 Describes proper use of vitamins.

CMS Having studied vitamins, the student describes the proper use of vitamins.

5.4.5

5.4.6

5.5.0 Demonstrates understanding of diet problems.

5.5.1 Identifies reasons for controlling body weight.

CMS Following instruction, the student, orally or in writing, identifies four reasons for controlling body weight.

5.5.2 Describes solutions to diet problems.

CMS Following instruction, the student, orally or in writing, describes four solutions to diet problems (eat less, balance meals, exercise).

5.5.3 Identifies reasons for consulting doctors about diet problems.

CMS Following instruction, the student, orally or in writing, identifies four reasons for consulting doctors about diet problems.

5.5.4 Maintains correct weight.

CMS Having selected a desired weight, the student maintains that weight within a given range (two lbs., five lbs.)

5.5.5

5.5.6

5.6.0 Demonstrates understanding of need for rest.

5.6.1 Describes the importance of adequate sleep.

CMS Following instruction, the student identifies and discusses four items related to the importance of adequate sleep.

5.6.2 Identifies desirable rules for rest.

CMS Having discussed the rules for rest, the student identifies four.

5.6.3 Describes importance of relaxation.

CMS Having discussed the importance of relaxation, the student identifies and discusses four factors related to relaxation.

5.6.4 Explains various ways of relaxing.

CMS Having had instruction in relaxation, the student describes four ways to relax.

5.6.5 Obtains needed sleep.

CMS Having studied the importance of sleep, the student obtains a selected number of hours of sleep, as charted by the parent/guardian, teacher, or student.

5.6.6

5.6.7

5.7.0 Determines potential outdoor dangers to health.

5.7.1 Identifies the danger of overexposure to cold.

CMS Having studied the effects of overexposure to cold, the student identifies four dangers of this condition.

5.7.2 Identifies the danger of overexposure to heat.

CMS Having studied the effects of overexposure to heat, the student identifies two dangers of this condition.

5.7.3 Identifies the danger of overexposure to dampness.

CMS Having studied the effects of overexposure to dampness, the student identifies two dangers of this condition.

5.7.4 Identifies the danger of overexposure to dryness.

CMS Having studied the effects of overexposure to dryness, the student identifies two dangers of this condition.

5.7.5 Identifies poisonous plants.

CMS Having studied poisonous plants, the student identifies two or more.

5.7.6 Identifies dangerous animals.

CMS Having studied dangerous animals, the student identifies four or more.

5.7.7 Identifies dangerous insects.

CMS Having studied dangerous insects, the student identifies two or more.

5.7.8

5.7.9

5.8.0 Identifies potential danger of certain substances.

5.8.1 Identifies potential dangers of paints.

CMS Having studied the potential dangers of paint, the student identifies two.

5.8.2 Identifies potential dangers of inflammable liquids.

CMS Having studied the potential dangers of inflammable liquids, the student identifies two.

5.8.3 Identifies potential dangers of inflammable materials.

CMS Having studied the potential dangers of inflammable materials, the student identifies two.

5.8.4 Identifies potential dangers of cleansers.

CMS Having studied the potential dangers of cleansers, the student identifies two.

5.8.5 Identifies potential dangers of cosmetics.

CMS Having studied the potential dangers of cosmetics, the student identifies two.

5.8.6 Identifies potential dangers of medicine.

CMS Having studied the potential dangers of medicine, the student identifies four.

5.8.7 Decribes potential dangers of foods.

CMS Given information about potential problems with foods (dented cans, refrigeration, storage), the student describes such dangers to the satisfaction of the evaluator.

5.8.8

5.8.9

5.9.0 Demonstrates a knowledge of habit-forming substances.

5.9.1 Describes effects of smoking tobacco.

CMS Given instruction, the student, either orally or in writing, describes at least three effects of smoking tobacco to the instructor.

5.9.2 Describes effects of consuming alcoholic beverages.

CMS Given instruction, the student, either orally or in writing, describes at least three effects of consuming alcoholic beverages to the instructor.

5.9.3 Describes effects of taking common drugs (aspirin, etc.)

CMS Having received adequate information on the effects of taking common drugs (aspirin, cold remedies), the student describes such effects to the satisfaction of the instructor.

5.9.4 Describes effects of abusing drugs.

CMS When presented with information about the effects of drug abuse (dizziness, unconsciousness, death), the student describes three possible effects, either orally or in writing.

5.9.5 Identifies reasons individuals become addicted.

CMS Given information about addiction, the student identifies at least three common reasons why individuals become addicted.

5.9.6 Identifies sources for prevention and treatment of addiction.

CMS Given information about prevention and treatment of addiction (nurse, doctor, health department), the student identifies sources of assistance to the instructor, either in discussion or in writing.

5.9.7

5.9.8

5.10.0 Demonstrates a knowledge of diseases.

5.10.1 Identifies common communicable diseases (cold, flu).

CMS Following instruction about communicable diseases, the student, either orally or in writing, identifies such diseases.

5.10.2 Identifies the effects of common communicable diseases.

CMS Given the opportunity to learn about the effects of common communicable diseases (mumps, measles, polio), the student identifies the effects of each disease, either orally or in writing.

5.10.3 Identifies symptoms of common communicable diseases.

CMS Given the opportunity to learn about the symptoms of common communicable diseases (high fever, nausea, measles), the student identifies symptoms of each disease, either orally or in writing.

5.10.4 Identifies common noncommunicable diseases or ailments.

CMS Given instruction, the student identifies at least five common noncommunicable diseases or ailments (cancer, arthritis).

5.10.5 Identifies the effects of common noncommunicable diseases.

CMS Given instruction concerning the effects of common noncommunicable diseases, the student identifies the effects of these diseases (stiff joints, crippling limbs).

5.10.6 Identifies symptoms of common noncommunicable diseases.

CMS Given instruction concerning the symptoms of common noncommunicable diseases (dizziness, aching joints), the student accurately identifies the symptoms, either orally or in writing.

5.10.7

5.10.8

5.11.0 Demonsrates knowledge of caring for medical needs.

5.11.1 Identifies common ailments needing only personal attention.

CMS Given instruction about common ailments (colds, sties), the student identifies those ailments needing only personal attention.

5.11.2 Explains how to treat common ailments on a personal basis.

CMS Given a situation calling for personal treatment of a common ailment, the student explains steps involved in treatment.

5.11.3 Assumes personal responsibility for medication.

CMS Given instruction about medications (how to store it, dosage), the student assumes personal responsibility for own medication.

5.11.4 Identifies illnesses which need a doctor's attention.

CMS Given examples of illnesses which need a doctor's attention, the student is able to name such illnesses, either orally or in writing.

5.11.5 Identifies injuries needing only personal attention.

CMS Having received instruction, the student identifies three types of injuries needing only personal attention, to the satisfaction of the instructor.

5.11.6 Identifies injuries which need a doctor's attention.

CMS Having received instruction, the student names or lists three injuries which need a doctor's attention (foreign object in eye, severe laceration).

5.11.7 Identifies doctor by name.

CMS The student identifies own doctor by name.

5.11.8 Describes how to make a doctor's appointment.

CMS Following instruction, the student describes the steps involved in making an appointment with a doctor.

5.11.9 Names hospital nearest home.

CMS Following instruction, the student names the hospital located nearest to the student's home.

5.11.10 Describes reasons for immunization.

CMS Having studied immunization, the student describes two reasons for immunization.

5.11.11

5.11.12

5.12.0 Demonstrates knowledge of caring for oral/dental needs.

5.12.1 Brushes teeth correctly.

CMS Having received instruction in oral/dental care, the student demonstrates how to brush teeth correctly (upper teeth are brushed with downward strokes, lower teeth brushed upward), to the observer's satisfaction.

5.12.2 Describes effects of good and poor oral/dental hygiene.

CMS Having received instruction about the effects of good and poor oral/dental hygiene, the student describes such effects to the teacher, either orally or in writing.

5.12.3 Identifies teeth conditions which require professional help.

CMS Given instruction about providing for oral/dental needs, the student identifies conditions of the teeth which need a dentist's care (crowded teeth needing braces, bleeding gums, caries).

5.12.4 Identifies dentist by name.

CMS The student identifies own dentist by name.

5.12.5 Describes how to make a dental appointment.

CMS The student describes the steps involved in making a dental appointment, to the satisfaction of the instructor.

5.12.6

5.12.7

5.13.0 Demonstrates knowledge of appropriate behavior in emergency situations involving health.

5.13.1 Describes emergency situations.

CMS Given instruction, the student describes at least three emergency situations (fire, injury, accident).

5.13.2 Describes how to contact various emergency services.

CMS Given instruction, the student, either orally or in writing, describes how to contact various emergency services (police, fire department).

5.13.3 Passes Junior Red Cross first aid test.

CMS Having received instruction from a certified instructor of first aid, the student passes the first aid test according to the standards set by the Junior Red Cross.

5.13.4

5.13.5

Growth and Development

5.14.0 Identifies male/female roles.

5.14.1 Identifies own sex.

CMS When asked, the student identifies own sex.

5.14.2 Dresses appropriately.

CMS As observed in various settings (school, home, social activities, outdoors), the student dresses appropriately.

5.14.3 Uses correct restrooms.

CMS Having studied various restroom identifications (names, pictures), the student uses the correct restroom.

5.14.4 Identifies peer relationships with same sex.

CMS Given the opportunity to participate with own gender, the student identifies acceptable behaviors for various settings (group outings, school functions).

5.14.5 Identifies peer relationships with opposite sex.

CMS Given the opportunity to participate with the opposite gender, the student identifies acceptable behaviors for various settings (group outings, school functions).

5.14.6

5.14.7

5.15.0 Demonstrates knowledge of normal maturation.

5.15.1 Identifies physical changes in body.

CMS Following instruction about the physical changes which occur during maturation, the student describes at least five.

5.15.2 Describes changes in voice.

CMS Given the opportunity to contrast the voice before and after puberty, the student describes differences.

5.15.3 Explains reasons for increased independence with maturity.

CMS Given the opportunity to learn that independence increases with maturity, the student explains the reasons for increased independence.

5.15.4 Explains attraction to opposite sex.

CMS After proper discussion about sex, the student explains common feelings of attraction toward the opposite sex to the satisfaction of the instructor.

5.15.5 Explains effects of peer pressure.

CMS Following instruction about peer group pressure, the student explains at least two effects of peer pressure.

5.15.6 Identifies various human emotions.

CMS Given the opportunity to learn about human emotions (anger, joy, sadness), the student identifies at least three.

5.15.7 Describes personal feelings.

CMS When asked to describe personal feelings (happiness, anger, love), the student describes three.

5.15.8 Describes consultative services for personal health needs.

CMS Having studied consultative services available for handling personal health needs (Mental Health, etc.), the student describes verbally or writes the major functions of _____ services.

5.15.9

5.15.10

5.16.0 Practices safety at home.

5.16.1 Explains meaning of common danger labels.

CMS Following instruction about labels which identify the dangers of various substances (cleaning solvents, poisons, pressurized cans), the student identifies such labels and their meaning, to the instructor's satisfaction.

5.16.2 Identifies hazards of closed containers.

CMS Following instruction about the hazards of closed containers (plastic bags, clothes dryer), the student identifies at least two.

5.16.3 Identifies safety hazards in using electric and gas appliances.

CMS Following instruction about possible hazards involved in the use of electric and gas appliances, the student identifies at least two.

5.16.4 Reads directions for using household chemicals.

CMS Given sample household chemical containers, the student reads directions for using the chemicals.

5.14.5 Identifies common hazards relating to falls.

CMS Given instruction in common hazards which could cause injurious falls (loose rugs, liquid spilled on floor), the student identifies at least five.

5.16.5 Explains safety codes for fire hazards.

CMS Following instruction about safety codes for fire hazards, the student explains the codes according to standards set by the local fire department.

5.16.7 -

5.16.8

5.17.0 Practices safety at school.

5.17.1 Follows current procedure during fire drill.

CMS Following fire drills instruction and practice, the student follows correct procedures according to standards set by the fire department and school administration.

5.17.2 Follows rules for using school equipment.

CMS Given the opportunity to use school equipment, the student follows rules for using the equipment (carries heavy equipment with both hands, uses proper power equipment only with permission of teacher).

5.17.3 Reports accidents and emergencies to appropriate school personnel.

CMS Following instruction about procedures to follow for reporting accidents and emergencies to appropriate school personnel, the student follows these procedures when necessary.

5.17.4 Obeys traffic safety rules.

CMS Following instruction on traffic safety rules (crossing street, observing "walk/don't walk" signs, and speed limits), the student obeys the rules.

5.17.5 Obeys bicycle safety rules.

CMS Following instruction on bicycle safety rules (one rider to a bicycle, using correct hand signals), the student obeys the rules.

5.17.6

5.17.7

5.18.0 Practices safety in the community.

5.18.1 Recognizes safe and unsafe places to play.

CMS Given a list of several places to play, the student identifies those which are considered safe and those which are unsafe.

5.18.2 Recognizes the dangers of accompanying strangers.

CMS After learning about the dangers of accompanying strangers, the student describes two such dangers.

5.18.3 Explains the reasons for communicating whereabouts.

CMS After learning about the dangers of not communicating one's whereabouts (getting lost and no one knows, swimming alone), the student identifies two such dangers.

5.18.4 Identifies common safety signs used in the community.

CMS Given pictures of safety signs, the student selects common signs used in the community with _____ percent accuracy.

5.18.5

5.18.6

5.19.0 Demonstrates knowledge of traffic safety.

5.19.1 Describes meaning of traffic signs and signals.

CMS When presented with various traffic signs (stop, railroad, crosswalk), the student describes the meaning of each.

5.19.2 Crosses streets correctly.

CMS Following demonstrations as to the correct procedure for crossing streets, the student crosses the street.

5.19.3 Describes rules for safe bicycling.

CMS Having been taught the rules for safe bicycling, the student describes these rules with _____ percent accuracy.

5.19.4 Identifies emergency vehicles.

CMS Given descriptions of emergency vehicles, the student identifies such vehicle either by sight or sound (fire truck, police car, ambulance).

5.19.5 Describes correct reaction to emergency vehicle signals.

CMS Given an emergency vehicle warning signal, the student satisfactorily describes the correct reaction (move out of way of vehicle, stop car, do not follow vehicle to the site of the emergency).

5.19.6

5.19.7

5.20.0 Manages motor vehicle.

5.20.1 Completes driver education course.

CMS Having completed instruction in driver education, the student meets the standards set for the course.

5.20.2 Maintains motor vehicle in safe operating condition.

CMS Given a motor vehicle and instruction on keeping the car in safe operating condition (check brakes, lights, tires), the student consistently checks the vehicle's condition.

5.20.3 Performs minor vehicle maintenance.

CMS Given adequate training and the opportunity to work on a car, the student performs skills necessary for minor maintenance of the vehicle (changes oil filter, checks tires).

5.20.4 Passes state driver's examination.

CMS Having received instruction and practice in driver education, the student passes the state driver's examination according to the standards specified by the Department of Transportation, Motor Vehicles Division.

5.20.5 Carries adequate car insurance.

CMS Given instruction and the opportunity, the student shows verification that the car carries adequate insurance (through receipt of paid premium, insurance card).

5.20.6 Describes proper procedures following an accident.

CMS Given a description of an accident, the student describes the proper procedures to follow.

5.20.7

5.20.8

Physical Education

5.21.0 Develops physical fitness.

5.21.1 Demonstrates strength.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates strength through two or more activities (push-ups, pull-ups, weight lifting).

5.21.2 Demonstrates power.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates power level through two or more activities (standing broad-jump, standing high-jump).

5.21.3 Demonstrates endurance.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates capacity for endurance through two or more activities (distance running, distance bicycling).

5.21.4 Demonstrates agility.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates agility through two or more activities (jumping rope, trampoline, tumbling).

5.21.5 Demonstrates flexibility.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates flexibility through two or more activities (waist bends, knee bends).

5.25.6 Demonstrates speed.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates speed through two or more activities (relays, timed wind sprints).

5.21.7 Demonstrates balance.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates ability to balance through two or more activities (balance board, walking beam).

5.21.8 Demonstrates coordination.

CMS Given instruction, equipment, time, and the opportunity for physical fitness development, the student demonstrates coordination through two or more activities (walking, running, dancing).

5.21.9 Passes standard test of physical performance.

CMS Having been given instruction, equipment, and facilities, the student passes a standard test of physical performance (AAPHER, Oregon Motor Fitness).

5.21.10

5.21.11

5.22.0 Develops skills in physical activities.

5.22.1 Demonstrates ability to perform skills using apparatus and equipment.

CMS Given instruction, and apparatus and equipment, the student demonstrates skills in using the apparatus and equipment through participation in three activities (balance beam, balance board, hoops, jump rope).

5.22.2 Demonstrates ability to perform stunts and tumbling activities.

CMS Given instruction and equipment, the student performs stunts and tumbling activities through participation in three activities (rolls, stands, springs).

5.22.3 Demonstrates ability to play games.

CMS Given instruction and equipment, the student demonstrates ability to play games through participation in three activities (simple games, group games, lead-up games to sports).

5.22.4 Demonstrates ability in relays.

CMS Given instruction and equipment, the student demonstrates ability in relays through participation in three (leap frog, lane relays, shuttle ball relays).

5.22.5 Demonstrates ability in rhythmic activities.

CMS Given instruction and equipment, the student demonstrates ability in rhythmic activities through participation in three activities (singing games, rope jumping, dancing).

5.22.6 Demonstrates skills necessary to play sports.

CMS Given instruction, equipment and facilities, the student demonstrates skills necessary to play sports through participation in at least three sports activities (volleyball, bowling, swimming, track and field, softball).

5.22.7

5.22.8

5.23.0 Demonstrates a sense of fair play in sports.

5.23.1 Takes turns in games.

CMS Given the opportunity to participate in various games, the student takes turns, to the satisfaction of the observer.

5.23.2 Follows rules of games.

CMS Having played various games and studied their rules, the student follows the rules.

5.23.3 Abides by decisions of game officials.

CMS Given training in fair play, the student demonstrates a willingness to abide by the decisions of the game officials.

5.23.4 Demonstrates acceptable behavior when winning.

CMS Given training in fair play, the student demonstrates acceptable behavior when winning (avoids jeering or boasting).

5.23.5 Demonstrates acceptable behavior when losing.

CMS Given training in fair play, the student demonstrates acceptable behavior when losing (cheering for the opponents, shaking hands with the winner).

5.23.6

5.23.7

AREA 6.0.0
LEISURE TIME ACTIVITIES

Definition

Leisure Time Activities refer to helping the student become more competent in the areas of selecting, planning, participating in and enjoying recreational activites. Goals for leisure time activities focus on a variety of activities both in and out of school. An attempt has been made to separate skills and knowledge needed for recreational activities from voluntary participation in such activities.

Rationale for Instruction

In order to make effective use of free time, the student needs to become familiar with those activities which are available. It should not be assumed that the student will pursue leisure time activities independently; thus, instructional time should be set aside to teach the student about the constructive use of leisure time.

Measurement Model

This teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 6 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

6.0.0 LEISURE TIME ACTIVITIES

Public Facilities

6.13.0 Voluntarily utilizes public recreational facilities or programs.

6.13.3 Voluntarily visits museum.

CMS Given the opportunity and means to visit a museum (art, history, science), the student voluntarily visits the museum.

Extended measurement statements:

Elementary Level	Following a field trip to a museum, the student voluntarily reviews information about the location, cost, and hours, and persuades someone to accompany the student to the museum.
Secondary Level	After studying various museums, the student voluntarily visits one or more.

AREA 6.0.0
LEISURE TIME ACTIVITIES

Outdoor Recreational Activities

6.1.0 Possesses skills and knowledge necessary for outdoor play activities.

6.1.1 Demonstrates knowledge and skills for playing independently.

CMS Given an outdoor setting and necessary equipment, the student demonstrates the knowledge and skills needed to play independently (chooses one task, plays without supervision).

6.1.2 Demonstrates knowledge and skills for playing with others.

CMS Given an outdoor setting, at least one other person and the necessary equipment, the student demonstrates the knowledge and skills needed to play with others (cooperation, sharing).

6.1.3 Demonstrates knowledge and skills for participating in informal playground games.

CMS Given knowledge of game rules, facilities and equipment, the student demonstrates the knowledge and skills needed to participate in three or more informal playground games (prison ball, tag, four-square).

6.1.4 Demonstrates knowledge and skills for participating in recreational games.

CMS Given knowledge of game rules, facilities and equipment, the student demonstrates the knowledge and skills needed to participate in three or more recreational games (marbles, horseshoes).

6.1.5 Demonstrates knowledge and skills for participating in organized games.

CMS Given knowledge of game rules, facilities and equipment, the student demonstrates the knowledge and skills needed to participate in three or more organized games (kickball, softball, soccer, football, volleyball).

6.1.6 Demonstrates an ability to participate in extramural team sports.

CMS Given an opportunity to participate in extramural school team sports (track, baseball, swimming), the student demonstrates the necessary knowledge and skills at a level that is comparable with the student's peers.

6.1.7

6.1.8

6.2.0 Voluntarily participates in outdoor play activities.

6.2.1 Plays independently.

CMS Given an opportunity to play independently, the student voluntarily demonstrates the ability to participate in various outdoor play activities (hop-scotch, shooting baskets, swinging).

6.2.2 Plays with other children in an outdoor setting.

CMS Given the opportunity to play in an outdoor setting, the student voluntarily plays with other children on more than three occasions.

6.2.3 Participates in informal playground games.

CMS Given knowledge of the game rules, facilities and equipment, the student voluntarily participates in five or more informal playground games (jump rope, prison ball, tag).

6.2.4 Participates in recreational games.

CMS Given knowledge of game rules, facilities and equipment, the student voluntarily participates in four or more recreational games (marbles, horseshoes, badminton).

6.2.5 Participates in organized games.

CMS Given knowledge of game rules, facilities and equipment, the student voluntarily participates in four or more organized games (kickball, soccer, softball, volleyball).

6.2.6 Participates in extramural school team sports.

CMS Given knowledge of the sport, facilities and equipment, the student voluntarily participates in at least one extramural school team sport (track, baseball, swimming).

6.2.7

6.2.8

6.3.0 Possesses skills and knowledge necessary for outdoor recreational activities.

6.3.1 Demonstrates hiking knowledge and skills.

CMS Given instruction and equipment, the student demonstrates hiking knowledge and skills through verbal or nonverbal means.

6.3.2 Demonstrates bicycle knowledge and skills.

CMS Given instruction and a bicycle, the student demonstrates bicycle knowledge and skills through verbal or nonverbal means.

6.3.3 Demonstrates camping knowledge and skills.

CMS Given instruction and equipment, the student demonstrates three or more camping skills.

6.3.4 Demonstrates swimming knowledge and skills.

CMS Given instruction, the student demonstrates swimming knowledge and skills by passing a designated test (American Red Cross).

6.3.5 Demonstrates boating knowledge and skills.

CMS Given instruction and equipment, the student demonstrates sufficient boating knowledge and skills to safely operate one or more types of boats (balance, remaining seated, rowing).

6.3.6 Demonstrates hunting and fishing skills.

CMS Given the instruction and equipment, the student demonstrates at least three hunting and three fishing skills (handling and cleaning a gun, tackle care, fly casting).

6.3.7 Demonstrates knowledge and skills in managing horses.

CMS Given the instruction, equipment, and the opportunity, the student demonstrates knowledge of and four skills in managing horses (posting, guiding, saddling).

6.3.8 Demonstrates gardening knowledge and skills.

CMS Given the instruction and equipment, the student demonstrates three or more gardening skills (hoeing, pruning, weeding).

6.3.9

6.3.10

6.4.0 Voluntarily participates in outdoor recreational activities.

6.4.1 Goes hiking.

CMS Given an opportunity, the student voluntarily goes for a hike.

6.4.2 Goes bicycling.

CMS Given an ability to ride, knowledge of safety regulations, and a bicycle, the student voluntarily rides a bicycle on more than five occasions (to school, at home).

6.4.3 Goes camping.

CMS Given an opportunity, the student voluntarily goes camping at least once (with family, friends, organization).

6.4.4 Goes swimming.

CMS Given an ability to swim, the student voluntarily goes swimming at least three times (with family, friends, organization).

6.4.5 Goes boating.

CMS Given boating skills, knowledge of safety regulations and a boat, the student voluntarily goes boating on at least two occasions.

6.4.6 Goes hunting and fishing.

CMS Given the skills, knowledge of regulations and safety, and equipment, the student voluntarily goes hunting and fishing once each.

6.4.7 Goes horseback riding.

CMS Given an ability to ride, a horse and equipment, the student voluntarily goes horseback riding on more than one occasion.

6.4.8 Grows a garden.

CMS Given a basic knowledge about gardening, garden space, water, tools and seeds, the student voluntarily grows a garden at least once (vegetables, flowers).

6.4.9

6.4.10

Indoor Recreational Activities

6.5.0 Possesses skills and knowledge necessary for indoor play activities.

6.5.1 Demonstrates knowledge and skills for playing classroom games.

CMS Given instruction, equipment and a classroom setting, the student demonstrates the knowledge and skills needed to play three or more classroom games (Seven-up, Simon Says).

6.5.2 Demonstrates knowledge and skills for playing recreational games.

CMS Given instruction and equipment, the student demonstrates the knowledge and skills needed to play three or more recreational games (bowling, table tennis, hand-ball, pool, darts).

6.5.3 Demonstrates knowledge and skills for playing organized games.

CMS Given instruction and equipment, the student demonstrates the knowledge and skills needed to participate in at least three types of organized games (dodge ball, badminton, volleyball, basketball).

6.5.4 Demonstrates knowledge and skills for playing team sports.

CMS Given instruction and equipment, the student demonstrates the knowledge and skills needed to play three or more team sports (basketball, bowling).

6.5.5 Demonstrates knowledge and skills for playing card games.

CMS Given instruction and cards, the student demonstrates the knowledge and skills needed to play three or more card games (Old Maid, Rummy, Hearts).

6.5.6 Demonstrates knowledge and skills for playing board games.

CMS Given instruction and board games, the student demonstrates the knowledge and skills needed to play three or more board games (checkers, chess).

6.5.7

6.5.8

6.6.0 Voluntarily participates in indoor activities.

6.6.1 Voluntarily participates in classroom games.

CMS Given instruction and the classroom setting, the student voluntarily participates in three or more classroom games (Seven-up, Simon Says).

6.6.2 Voluntarily participates in recreational games.

CMS Given instruction and equipment, the student voluntarily participates in three or more recreational games (roller skating, bowling, swimming, table tennis, handball, darts).

6.6.3 Voluntarily participates in organized games.

CMS Given instruction and equipment, the student voluntarily participates in three or more organized games (dodge ball, badminton, volleyball).

6.6.4 Voluntarily participates in team sports.

CMS Given instruction and equipment, the student voluntarily participates in three or more team sports (basketball, bowling).

6.6.5 Voluntarily plays card games.

CMS Given instruction and cards, the student vountarily plays two or more card games (Old Maid, Rummy, Hearts).

6.6.6 Voluntarily plays board games.

CMS Given game rules and board games, the student voluntarily plays two or more board games (checkers, chess).

6.6.7

6.6.8

6.7.0 Voluntarily selects and participates in various indoor leisure activities.

6.7.1 Voluntarily participates in leisure listening activities.

CMS Given instruction, equipment and recordings, the student demonstrates leisure listening interests by utilizing various audiomedia (radio, record player).

6.7.2 Voluntarily reads literary materials.

CMS Given the ability to read books and printed materials, the student voluntarily reads from two or more selections (books, magazines).

6.7.3 Voluntarily participates in hobbies.

CMS Given instruction, materials and equipment, the student voluntarily participates in one or more hobbies (stamp collecting, weaving), either at school or at home.

6.7.4 Voluntarily participates in dramatic plays.

CMS Given previous instruction, the opportunity, facilities, and direction, the student voluntarily participates in at least one dramatic play.

6.7.5 Voluntarily attends dances.

CMS Given instruction in dance techniques (folk, square, ballroom, popular), and the opportunity, the student voluntarily attends dances.

6.7.6

6.7.7

Arts and Crafts

6.8.0 Possesses skills and knowledge used in arts and crafts activities.

6.8.1 Demonstrates knowledge and skills for drawing.

CMS Given instruction and materials, the student demonstrates the knowledge and skills needed to draw three or more types of media (basic design, pictures, shadow techniques, pen and ink, pencil, charcoal).

6.8.2 Demonstrates knowledge and skills in use of crayon techniques.

CMS Given instruction and materials, the student demonstrates the knowledge and skills needed to use three or more crayon techniques.

6.8.3 Demonstrates knowledge and skills for painting.

CMS Given instruction and materials, the student demonstrates the knowledge and skills needed for painting in three or more types of media (oils, watercolor, poster paint, brush techniques, texture, mixing paints).

6.8.4 Demonstrates knowledge and skills in use of colors.

CMS Given instruction and materials, the student demonstrates the knowledge and skills needed to utilize all three categories of colors (primary, secondary, complementary).

6.8.5 Demonstrates knowledge and skills in use of cutting instruments.

CMS Given instruction and materials, the student demonstrates the knowledge and skills needed to use three or more types of cutting instruments (knife, scissors, X-acto knife).

6.8.6 Demonstrates knowledge and skills in use of adhesives.

CMS Given instruction and materials, the student demonstrates the knowlege and skills needed to use three or more types of adhesives (paste, glue, tape).

6.8.7 Demonstrates knowledge and skills in use of leather craft techniques.

CMS Given instruction and materials, the student demonstrates the knowledge and skills needed to handle three or more leather craft techniques, for two different types of projects (lacing, tooling, dyeing).

6.8.8 Demonstrates knowledge and skills in use of needlecraft techniques.

CMS Given instruction, practice and materials, the student demonstrates the knowledge and skills needed to handle two or more needlecraft techniques (knitting, hooking, embroidery).

6.8.9 Demonstrates knowledge and skills in sculpting various materials.

CMS Given instruction and materials, the student demonstrates the knowledge and skill needed to sculpt in three or more media materials (clay, wood, soap).

6.8.10 Demonstrates knowledge and skills in lettering techniques.

CMS Given instruction and materials, the student demonstrates the knowledge and skills needed to handle lettering techniques (tracing, template, freehand).

6.8.11 Demonstrates knowledge and skills in clay and pottery techniques.

CMS Given experience and materials, the student demonstrates the knowledge and skills needed to handle three or more clay and pottery techniques (coil, slab, pinch, wheel).

6.8.12 Demonstrates knowledge and skills for woodworking.

CMS Given instruction, equipment and materials, the student demonstrates woodworking knowledge and skills needed for five specific woodworking techniques (measuring, cutting, assembling, tool selection, material selection) to make two finished projects.

6.8.13 Demonstrates knowlege and skills for metal craft.

CMS Given instruction, equipment, and materials, the student demonstrates the knowledge and skills used to complete one project in metal (tooling, enameling, soldering).

6.8.14 Demonstrates knowledge and skills for plastic craft.

CMS Given instruction, equipment and materials, the student demonstrates the knowledge and skills needed to complete two projects in plastic, (cutting, sanding, buffing, pouring in molds).

6.8.15

6.8.16

6.9.0 Voluntarily participates in arts and crafts activities.

6.9.1 Draws voluntarily.

CMS Given the materials, the student voluntarily draws three or more graphic illustrations (pictures, designs, letters).

6.9.2 Voluntarily makes art projects using various coloring materials.

CMS Given the materials, the student voluntarily completes projects using three or more coloring materials (crayons, poster paints, watercolors, oils).

6.9.3 Voluntarily makes leather craft projects.

CMS Given the materials and tools, the student voluntarily completes two or more leather craft projects (coin purse, wallet, belt, sandals).

6.9.4 Voluntarily makes needlecraft projects.

CMS Given the materials, the student voluntarily completes two or more needlecraft projects (hook rugs, crewel pictures, stitchery).

6.9.5 Voluntarily sculpts or carves in various media.

CMS Given the materials and tools, the student voluntarily sculpts or carves two finished projects in two types of media (soap, clay, plaster, wood).

6.9.6 Voluntarily completes craft projects from various materials.

CMS Given the materials, the student voluntarily completes craft projects in two types of media (clay, plastic, metal).

6.9.7 Voluntarily completes a weaving project.

CMS Given the materials, the student voluntarily completes at least one project in weaving (macrame, placemats, rugs).

6.9.8 Voluntarily makes a metal project.

CMS Given the materials, the student voluntarily completes at least one project using metal (jewelry).

6.9.9

6.9.10

Music

6.10.0 Possesses skills and knowledge necessary for participation in music.

6.10.1 Reproduces a tune.

CMS Given instruction and the means, the student reproduces a tune by two methods (humming, singing, whistling, instrumentally).

6.10.2 Reproduces rhythms.

CMS Given the instruction and instruments, the student reproduces five different rhythms.

6.10.3 Demonstrates skills in rhythm.

CMS Given previous experience, a rhythm instrument and music, the student demonstrates three different types of beats (regular beats, 2/4, 3/4, compound beats).

6.10.4 Demonstrates ability to play rhythm instruments.

CMS Given previous experience, rhythm instruments (stick, bells, drum) and music, the student plays three or more instruments.

6.10.5 Demonstrates knowledge of basic music skills.

CMS Following instruction in basic music skills, the student demonstrates through verbal or nonverbal means, a knowledge of at least three components of music (symbols, notes, staff, scales).

6.10.6 Demonstrates knowledge of the function of notes.

CMS Given training, the student verbally or nonverbally communicates a knowledge of the function of notes.

6.10.7 Demonstrates knowledge of musical instruments.

CMS Following a course in music training, the student verbally or nonverbally identifies three or more types of instruments from pictures or models (string, wind, percussion).

6.10.8 Demonstrates appreciation of music.

CMS Given prior musical training, and the means, the student demonstrates appreciation for at least one type of music (rock, folk, classical) by listening to radio, TV, tapes, records or attending concerts.

6.10.9 Identifies popular recording artists.

CMS Given a list of names, pictures, and recordings of popular recording artists, the student correctly identifies _____ percent of them.

6.10.10 Demonstrates skill in dancing to music.

CMS Given a structured or unstructured situation, the student satisfactorily dances to musical accompaniment.

6.10.11

6.10.12

6.11.0 Voluntarily participates in musical activities.

6.11.1 Voluntarily plays rhythm games.

CMS Given instruction, the student voluntarily participates in rhythm games (I'm a Funny Little Dutch Girl, Peas Porridge Hot).

6.11.2 Voluntarily plays in a rhythm band.

CMS Given the instruction and instruments, the student voluntarily participates in a rhythm band.

6.11.3 Voluntarily sings.

CMS Given the opportunity, the student voluntarily participates in two or more singing activities (solo, choir).

6.11.4 Voluntarily plays a musical instrument.

CMS Given the opportunity, the student voluntarily plays an instrument in two or more settings (solo, band, orchestra).

6.11.5 Voluntarily listens to popular recording artists.

CMS Given the equipment and records or tapes, the student voluntarily listens to three or more popular recording artists.

6.11.6 Voluntarily listens to various styles of music.

CMS Given the equipment and records or tapes, the student voluntarily listens to at least two styles of music (classical, rock, blues, folk).

6.11.7

6.11.8

Public Recreational Facilities

6.12.0 Possesses skills and knowledge necessary for using public recreational facilities.

6.12.1 Demonstrates knowlege of nearest park.

CMS Given an opportunity to learn about the park nearest to home, the student verbally or nonverbally describes the park's location and characteristics (city, county, state, national).

6.12.2 Demonstrates knowledge of nearest zoo.

CMS Given an opportunity to learn about the nearest zoo, the student verbally or nonverbally describes its location and characteristics.

6.12.3 Demonstrates knowledge of nearest museum.

CMS Given an opportunity to learn about museums (art, history, science), the student verbally or nonverbally describes the location and characteristics of at least one type of museum.

6.12.4 Demonstrates knowledge of nearest theater.

CMS Given an opportunity to learn about theaters, the student verbally or nonverbally describes the location and characteristics of the theater nearest to home.

6.12.5 Demonstrates knowledge of the fair.

CMS Given an opportunity to learn about fairs (school, county, state), the student verbally or nonverbally describes the locations and characteristics of two kinds of fairs.

6.12.6 Demonstrates knowledge of vehicle race tracks.

CMS Given an opportunity to learn about a local vehicle race track (automobile, motorcycle), the student verbally or nonverbally describes the locations and characteristics of vehicle race tracks.

6.12.7 Demonstrates knowledge of local spectator attractions.

CMS Given an opportunity to learn about local spectator attractions (festival, circus), the student identifies three types of spectator attractions at the time of their appearance in the local community and describes three characteristics of each.

6.12.8 Demonstrates knowledge of local recreational facilities.

CMS Given an opportunity to learn about local recreational facilities (YMCA, YWCA, Park Bureau, bowling alley), the student verbally or nonverbally describes the major recreational opportunities available at each.

6.12.9 Demonstrates knowledge of the public library.

CMS Given an opportunity to learn about the public library, the student verbally or nonverbally describes the major services available through the library.

6.12.10 Demonstrates knowledge of school spectator athletic events.

CMS Given an opportunity to learn about school spectator athletic events, the student verbally or nonverbally indicates an awareness of the events as they occur.

6.12.11 Demonstrates knowledge of out-of-school spectator athletic events.

CMS Given an opportunity to learn about out-of-school spectator athletic events, the student verbally or nonverbally indicates an awareness of _____ events when they occur.

6.12.12 Names places and organizations which provide instruction in recreational activities.

CMS Given an opportunity to learn about places and organizations which provide instruction in recreational activities (Park Bureau, YMCA, YWCA, Boys Club), the student names them verbally or nonverbally.

6.12.13

6.12.14

6.13.0 Voluntarily utilizes public recreational facilities or programs.

6.13.1 Voluntarily goes to a park.

CMS Given the opportunity, knowledge of the route and a means of transportation, the student voluntarily goes to the park on at least two occasions.

6.13.2 Voluntarily goes to the zoo.

CMS Given the opportunity, the means and knowledge of the route, the student voluntarily goes to the zoo on at least two occasions.

6.13.3 Voluntarily visits museums.

CMS Given the opportunity and means to visit a museum (art, history, science), the student voluntarily visits the museum.

6.13.4 Voluntarily attends dramatic presentation.

CMS Given the opportunity, the means and knowledge of an event (school drama, little theater), the student voluntarily attends at least one dramatic presentation.

6.13.5 Voluntarily attends school social events.

CMS Given the opportunity and knowledge of a social event at school (carnival, art fair), the student voluntarily attends at least two events during the school year.

6.13.6 Voluntarily attends local attractions.

CMS Given the opportunity, the means and an awareness of local attractions (circus, concert, festival), the student voluntarily attends two or more events.

6.13.7 Voluntarily attends vehicle races.

CMS Given the opportunity, the means and an awareness of vehicle race events, the student voluntarily attends two or more vehicle races.

6.13.8 Voluntarily participates as a spectator in-school athletic events and community events.

CMS Given the opportunity, the means and an awareness of in-school athletic and community events, the student voluntarily participates as a spectator at five or more events.

6.13.9 Voluntarily uses local recreational facilities.

CMS Given the opportunity, the means and an awareness of local recreational facilities (bowling alley, skating arena), the student voluntarily uses local recreational facilites three or more times.

6.13.10 Voluntarily uses public library.

CMS Given the opportunity and the means, the student uses the public library two or more times.

6.13.11

6.13.12

Organizations and Service Clubs

6.14.0 Possesses knowledge of clubs and organizations.

6.14.1 Demonstrates knowledge of various community clubs and organizations.

CMS Given prior experience and information, the student verbally or nonverbally describes the locations and characteristics of three or more community clubs and organizations (Scouts, church groups, 4-H, Red Cross, YWCA, YMCA).

6.14.2 Demonstrates knowledge of service clubs.

CMS Given prior experience and information, the student verbally or nonverbally describes the location and characteristics of at least one service club (Lions, Jaycees).

6.14.3 Demonstrates knowledge of fraternal organizations.

CMS Given prior experience and information, the student verbally or nonverbally describes the characteristics of at least one fraternal organization (Masonic Lodge, Elks).

6.14.4 Demonstrates knowledge of voluntary organizations.

CMS Given prior experience and information, the student verbally or nonverbally describes the location and characteristics of two or more volunteer organizations (Red Cross, Candy Stripers, Firefighters).

6.14.5

6.14.6

6.15.0 Voluntarily participates as a member of a club or organization.

6.15.1 Voluntarily participates as a member of a community club or organization.

CMS Given the opportunity and means, the student voluntarily participates as a member in at least one community club or organization (Scouts, YMCA).

6.15.2 Voluntarily participates as a member of a fraternal organization.

CMS Given the opportunity and means, the student voluntarily participates as a member in at least one fraternal organization (Masonic Lodge, Elks).

6.15.3 Participates as a member of a volunteer service organization.

CMS Given the opportunity and means, the student independently volunteers service in at least one service organization (Red Cross, Firefighter).

6.15.4

6.15.5

TEACHER WORKSHEETS

Teacher comments regarding curriculum revision:

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